

DOCUMENT RESUME

ED 192 220

CG 014 676

TITLE Together We Can: An Awareness Training Program in Sex-Role Stereotyping for Preschool Educators and Parents of Preschool Children. Facilitator Manual and Participant Manual.

INSTITUTION Austin Women's Center, Tex.; Education Service Center Region 13, Austin, Tex.; Southwest Educational Development Lab., Austin, Tex.

SPONS AGENCY Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

PUB DATE 79

NOTE 115p.: For related documents see CG 014 674-78. Overhead transparencies, filmstrips and game cards not filmed.

AVAILABLE FROM Education Development Center, 55 Chapel Street, Newton, MA 02160

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Classroom Environment; Community Influence; *Family Influence; *Nondiscriminatory Education; *Parents; Preschool Children; *Preschool Teachers; Resource Materials; School Role; *Sex Fairness; Sex Stereotypes; Teacher Improvement; Training Methods; *Workshops

IDENTIFIERS *Together We Can

ABSTRACT

This comprehensive training program, Together We Can, involves a cooperative effort to reduce sex-role stereotyping and to expand options in education, work, and life styles for females and males. This packet consists of facilitator and participant manuals designed for use with preschool educators and parents of preschool children. This training package provides activities and information for use in examining how sex-role stereotypes are learned from family, school, and community, and how sex-bias affects an individual's aspirations and choices. The facilitator manual contains a program description with sections on program objectives, training format and schedules, materials and equipment needed, participant characteristics, facilitator role, and conducting and evaluating training sessions. The section on Activity Directions contains a Program Activity Chart followed by detailed instructions for six hours of training modules for preschool personnel and a one-hour training module for parents. Personnel training modules include: (1) defining sex role stereotyping; (2) analyzing and evaluating instruction; and (3) looking at assumptions. The participant manual contains all readings, worksheets, and booklets for use during sessions. Audiovisuals are not included. (Author/NRB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Tyssa Sidberry

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

an
awareness
training program
in
sex-role stereotyping
for
preschool educators and
parents of preschool children.
facilitator manual and participant manual

Joyce Evans, Director of Special Projects
Barbara Kihnel, Designer/Trainer
Becky Zuniga, Designer/Trainer

Southwest Educational Development Laboratory, Division of Special Projects

Women's Educational Equity Act Program
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Joseph A. Califano, Jr., Secretary
Mary F. Berry, Assistant Secretary for Education
Office of Education
Ernest L. Boyer, Commissioner

Developed for TOGETHER WE CAN, a multi-agency project coordinated by the Region XIII Education Service Center, designed and developed cooperatively by Region XIII Education Service Center, the Southwest Educational Development Laboratory, and the Austin Women's Center, Austin, Texas, 1977.

Discrimination Prohibited: No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

Produced by Region XIII Education Service Center under a grant from the U.S. Department of Health, Education, and Welfare, Office of Education, under the auspices of the Women's Educational Equity Act. Opinions expressed herein do not necessarily reflect the position or policy of the Office of Education or the Department, and no official endorsement should be inferred.

Printed and distributed by Education Development Center, 1979, 55 Chapel Street, Newton, MA 02160.

ACKNOWLEDGMENTS

The TOGETHER WE CAN training materials have been developed through the cooperative effort of a number of institutions, groups, and individuals. Members of three cooperating institutions have operated as a Task Force to make all major decisions related to the project. The project has been assisted by an Advisory Committee, two continuing consultants, and numerous content and technical consultants.

Task Force Members

Glee Ingram, Project Coordinator, Region XIII Education Service Center
Martha Boethel, Austin Women's Center
Poppy Burton, Austin Women's Center
Joyce Evans, Southwest Educational Development Laboratory
Barbara Kihnel, Southwest Educational Development Laboratory
Susan Lee, Region XIII Education Service Center
Ernestine Sunderland, Austin Women's Center
Becky Zuniga, Southwest Educational Development Laboratory

Continuing Consultants

Evey Chapa, Author, Independent consultant
Merle Miles, Sociologist, Huston-Tillotson University

Special Help Consultants

Ann Blocker, La Mancha Group
Susan Bright, Poet and Educational consultant
Lillian Brown, McCallum High School, Austin ISD
Judy Corder-Bolz, University of Texas, Department of Sociology
Martha Cotera, Information Systems Development
Linda Crockett, Porter Junior High, Austin ISD
Jane Galvan-Lewis, Social Change Advocates
Louise Iscoe, Independent consultant
Charles Jarrell, Learning About Learning
Susan Monday, Learning About Learning
Aurelio Montemayor, Intercultural Development Research Associates
Shirley O'Bryant, Southwest Educational Development Laboratory
Sandy Reichart, Case Western Reserve University
Charol Shakeshaft, Specialists in Effecting Non-Sexist Education
Carol Shapiro, Social Change Advocates
Karen Stelzner, Independent consultant
Barbara Thomas, Winn Elementary, Austin ISD
Beverly Truehart, West End Elementary, Georgetown ISD
Jearnine Waggoner, Learning About Learning
Jane Wells, Texas State Board of Education

Media Consultants

Kathy McElroy, graphic artist, Region XIII Education Service Center
Goodman, Issacks and Vela, film producers
Mike Lacey Productions, audio-visual production
Susan Lee, graphic designer, Region XIII Education Service Center
The Production Block, audio production
Bill Records, photographer
Gary Thornton, advertising artist

Advisory Committee

Cathy Bonner, Austin Commission on the Status of Women
Alberta Castaneda, Dept. of Curriculum & Instruction, University of Texas at Austin
Virginia Cutter, Texas Education Agency
Libby Doggett, child educator
Adrian Fowler, Hogg Foundation for Mental Health
Glen French, Texas Education Agency
Andre Guerrero, Juarez-Lincoln Center
Rita Maldonado Hanson, Mexican-American Business and Professional Women's Association
Ruth Hernandez, Child Incorporated
Freda Holley, Dept. of Research & Evaluation, Austin Independent School District
Mike Manor, Austin Center of Mental Health and Mental Retardation
Terry Masters, Women's Equity Program, Austin Independent School District
Kellyn Murray, Women in Communications
Carlos Rodriguez, Bilingual Program, Southwest Educational Development Laboratory
Jan Stanley, Child Welfare
Evelyn Tucker, Early Elementary Program, Southwest Educational Development Laboratory
Jeanette Watson, Office of Early Childhood Development, Texas Office of Community Affairs
Ouida Whiteside, Texas State Teacher's Association, Women's Caucus

Pilot Test Participants

Region XIII teachers, counselors, and administrators
Child Incorporated Day Care Center teachers
Community Groups: United Campus Ministry; Lutheran Church couples group; United Methodist Women;
University YWCA Board of Directors; University of Texas elementary education class;
Texas Fathers for Equal Rights
Interested individuals

Administrative Support

Donroy Hafner, Director of Instructional Services
Cindy Hull, Coordinator of Human Development Program, Region XIII Education Service Center

CONTENTS

PROGRAM DESCRIPTION

Introduction.	3
Objectives.	3
Training Package Contents.	4
Format of the Training Materials.	4
Training Sequence and Schedules.	5
Materials, Equipment and Space.	5
Participant Characteristics.	6
Facilitator Role and Skills.	6
Conducting the Training Sessions.	7
Evaluating the Training Sessions	7

ACTIVITY DIRECTIONS

Program Activity Chart.	13
Module I. Defining Sex-Role Stereotyping.	17
Module Overview.	19
Activity 1. Introduction.	21
Activity 2. Occupation Sorting.	23
Activity 3. Characteristics.	24
Activity 4. Problem-Solving.	25
Activity 5. Expectations.	25
Activity 6. Conclusion.	27
Module II. Analysis and Evaluation of Instruction.	29
Module Overview.	31
Activity 1. Julie and Bryan.	33
Activity 2. Classroom Environment.	35
Activity 3. Book Analysis.	37
Activity 4. Curriculum Game.	39
Module III. Looking at Assumptions.	41
Module Overview.	43
Activity 1. Questionnaire.	45
Activity 2. Debate.	47
Activity 3. Role Assignments.	48
Parent Module. Preview.	51
Module Overview.	53
Activity 1. Introduction.	55
Activity 2. Expectations.	56
Activity 3. Curriculum Game.	57
Activity 4. Book Analysis.	58

SCRIPT

Film Script: <i>Expectations</i>	63
--	----



PROGRAM DESCRIPTION



INTRODUCTION

This training package was designed to provide awareness training in the area of sex-role stereotyping for teachers, parents, and other personnel who work with young children in the preschool setting. It provides experiences and information to help participants:

Recognize that:

sex-role stereotypes are learned from family, school and community and that they vary from culture to culture

employment and living patterns of men and women are changing

sex-role stereotyping affects each individual's sense of self and limits aspirations and choices

Examine their own attitudes and behavior in relation to sex-role stereotyping

Explore actions that they can take to reduce sex-role stereotyping

Create learning climates that support an expanded range of behavior and role choices for individuals

The goal of education is to make it possible for everyone, male or female, to choose the patterns of life and work that best fit her or his own interests, goals and beliefs. A child's beliefs and expectations about himself or herself are influenced by what other people expect and believe about that child; it seems important, then, that those of us who work with children recognize the impact which stereotyped expectations can have on children, and seek ways to change those stereotypes.

OBJECTIVES

Each module for the preschool personnel addresses a different set of objectives. These are outlined below.

Module I

To identify:

terms and labels associated with sex-role stereotyping

stereotypical behaviors and manifestations in family, school and community

assumptions and myths related to sex-role stereotyping

effects of sex-role stereotyping on the individual, family, school and community

To describe alternatives to sex-role stereotyping in problem-solving situations

Module II

To identify sex-role stereotyping in classroom activities and materials, specifically books, toys, games, media, and activities

To describe the effects of sex-role stereotyping on attitudes, learning and self-concept

To predict some of the choices, possibilities and freedoms for both teachers and students which could result in the elimination of sex-role stereotyping

To apply strategies for adapting classroom activities and materials in order to eliminate sex-role stereotyping and to provide options and choices in learning

Module III

To identify ways in which sex-role stereotyping affects teacher-pupil interaction

To describe behaviors and attitudes related to sex roles which children bring with them into the educational environment

To identify the ways in which the family, the school, and the community reinforce stereotypical attitudes and behaviors

To identify their own attitudes and behaviors related to sex roles

To apply strategies for dealing with stereotypical attitudes and behaviors in themselves, students, parents, school administrators and community

The module for the parents of preschool children addresses the following objective:

Participants will express support for the participation of their children's preschool teachers in a teacher training program in the area of sex-role stereotyping.

TRAINING PACKAGE CONTENTS

The Preschool Training Package contains the following resources to conduct six hours of training for preschool personnel and one hour of training for parents of preschool children:

- A Facilitator Manual, which describes the sequence, materials, activities, schedules, scripts, and directions for conducting the workshops
- A Participant Manual master, which includes readings, worksheets, and booklets for participants to use as they go through the training
- Support media, which include—
 - Pocket chart and cards: "Occupations" (four sets)

Gameboards and cards: "Curriculum Game A" and "Curriculum Game B" (two sets each)

Filmstrip: "Evaluating the Classroom Environment"

Posters: "Choosing Activities — A" and "Choosing Activities — B"

Overview transparencies (7)

16mm film: *Expectations*

Support print materials

- A Program Guide, which describes the contents and use of the comprehensive training program and resource readings

FORMAT OF THE TRAINING MATERIALS

The training package is designed to be facilitator-directed. Using this manual, you—the facilitator—will lead a group of participants through a variety of activities: discussion, role playing, viewing media, playing games, problem-solving. The materials are designed to involve participants actively in individual, small group, and large group activities.

The facilitator manual is organized for easy referencing while conducting the training. It describes each activity and the use of support media and materials in a step-by-step manner. The manual describes the activities in a suggested sequence for use.

There are some standardized format cues which will facilitate use of the manual. They are as follows:



Symbol indicates times the facilitator will be talking to participants; either providing a general context for activities, or content information, or directions for the activities.



Symbol specifies general process directions for the facilitator (e.g., distribute the manuals; show the filmstrip; divide participants into groups; time allotments for activities, etc.).



Symbol specifies questions to use in leading group discussion.

All materials that are provided as part of the training package are listed in **boldface type**. They are included in the box which accompanies this

manual. The program provides one Participant Manual which is to be used as a master to reproduce as many copies as needed (one per participant) for each training session. Other supplies or equipment that the facilitator will need to provide (e.g., newsprint, pencils, butcher paper, filmstrip projector) are listed in regular type.

TRAINING SEQUENCE & SCHEDULES

The training package for preschool personnel has been planned and tested so that each module may be used independently or as a series of three two-hour training sessions. The modules are:

1. Defining Sex-Role Stereotyping
2. Analysis and Evaluation of Instruction
3. Looking at Assumptions

If you plan to use all three modules, begin with module 1; modules 2 and 3 are interchangeable in sequence. It is important that the activities in each module be used in the sequence provided, as they build on one another.

The schedule you establish for the training sessions will depend largely on the available time that staff persons have. Normally, training in preschool settings takes place during the children's naptime or lunch hour, or after the children have gone home.

The training for parents consists of a single one-hour module. It provides an overview of the preschool personnel training plus some awareness activities. The most likely time to hold the parent training session is at an evening meeting.

MATERIALS, EQUIPMENT AND SPACE

Materials

The instructional media and materials provided with the training package are listed in the Facilitator Manual and can be found in the box. The instructions indicate when you need to make copies of print materials.

You will need to provide other materials not included in the training package; these items are listed in the section of the Facilitator Manual which describes each module. The types of materials you are asked to provide for the training are:

- newsprint pad
- felt-tip pens
- pencils

- name tags
- tape

Equipment

Equipment needs for each module are also listed in the facilitator instructions. If you plan to use the entire training design, you need to have the following equipment available:

- filmstrip projector
- overhead projector
- 16mm film projector
- viewing screen or paper viewing area
- extension cords and adaptors for equipment

Space

For each training session, you will need enough chairs to accommodate all of the participants, preferably chairs that are easy to move around. If possible, have at least one worktable (cafeteria,

modular desk, or library type) available, and have at least enough space to divide a group of 16 participants into four small groups. If there is an open space learning area in the building in which you are conducting the workshop, use it. Otherwise, try a library, a cafeteria, or a large meeting room.

PARTICIPANT CHARACTERISTICS

The six-hour training package is designed for personnel in public and private preschool programs, i.e., day care and Head Start, and parents of children attending these. It is assumed that the preschool personnel:

- care about the children they teach and are committed to providing a warm, loving, and stimulating learning environment
- may have had little or no exposure to the complex issue of sex-role stereotyping, and may, therefore, prefer concrete, specific activities and examples which relate directly to their own environment
- will be exceedingly busy and frequently overloaded with too many children for too few adults, limited classroom resources, materials, and equipment; therefore, they will be much more

interested in day-to-day survival than in long-range plans, and will want to know what to do now, want answers, want "how-to's" rather than "why's"

- have many personal obligations outside their jobs and have no time for, or limited interest in, at-home or after-work study unless required for job advancement

It is assumed that the preschool parents:

- care very much about their child(ren) and the future of their child(ren)
- may be extremely busy — overwhelmed — with the day-to-day responsibilities of working and caring for their child(ren)

FACILITATOR ROLE AND SKILLS

In implementing this training program, you will act mostly as a facilitator: organizing the environment, gathering materials, keeping time on the activities, giving general procedural directions, and roaming the room during small group and independent activities to provide clarity and motivation and assure that the groups are on task. Only on rare occasions will you be expected to provide major input to the participants. For those occasions, a script and support media are provided.

Useful facilitator skills include the following:

- ability to structure discussion and consensus decision-making activities
- ability to summarize and debrief activities so that the participants derive the most benefit from them

- ability to pick up on cues and signals which might indicate: lack of interest; lack of understanding; hostility; communication breakdown; reluctance to perform tasks or activities; incompatibility
- ability to use these cues to change format, structure, group organization, environment, etc.
- ability to use basic processing skills to get group members who are having problems on a positive, task-oriented track

As facilitator, you will need to be: flexible; open-minded about the concepts presented in the modules; aware that there are no right or wrong answers in any of the activities; and tolerant of the values and beliefs of others.

CONDUCTING THE TRAINING SESSIONS

Prepare for the training session by carefully going over all the materials and activities to be sure you understand the purpose and sequence of each. Special attention should be paid to the *Preparation* section of each module, as it describes the advance preparations that must be made.

The activities were designed with a group of approximately 16 to 20 participants in mind. A variety of large and small group activities are used in each module; after large group introduction of concepts, participants form small groups for independent activities. If you have 16 to 20 participants in your group, divide them for small group activities into groups of four or five. If you have a smaller number, the group size will have to be adjusted. You may want to find a way to color code or group participants as they enter the training sessions, in order to encourage participants to meet and work with new people in small group discussions, and to encourage more interaction.

In every group, there is usually at least one person who is reluctant to participate in group activities. Watch for and find ways to involve non-participants; for example, ask the person to record, or to take responsibility for work sheets, game cards, etc.

Each teacher training module is designed to take approximately two hours; the parent module is one hour in length. A suggested time limit is given for each activity in the modules, and in some instances a time allotment is specified as part of the procedure. Unless the time allotment is specified as part of procedural directions, feel free to adjust the time to the needs and interests of the participants. For example, if an activity does not prove to be very effective with a particular group, you may need to move on and possibly allow more time elsewhere. If it is necessary to eliminate one or more of the activities due to time constraints, it would be better to eliminate the last one or two; the specific sequence of activities was found to be important during pilot testing.

EVALUATING THE TRAINING SESSIONS

As facilitator, you will want to know how effective each training session has been, so that you can plan for future sessions. A simple form that can be completed by each participant at the end of the session may help you in your evaluation. A sample form is included at the end of this section.

Remember, in your evaluation, that *your* perceptions of the workshop are important also. What are you learning from the training? Which activities do you feel most comfortable with? Which do you feel least comfortable with? How do you perceive the participants' interest, understanding, involvement in the training session? What areas do you need more information in, in order to handle problem situations or answer questions which arise during the training session?

You may want to complete the evaluation form at the same time that the participants are completing it, and/or to design one which would be helpful to you as a facilitator. This may serve four purposes:

1. Provide a means by which to compare your perceptions of the training with those of the participants
2. Provide a means of obtaining feedback on the effectiveness of the training session and how you can make it more effective
3. Provide a means of evaluating your own skills as a trainer and your knowledge in the subject area
4. Provide a means for analyzing and revising the feedback form so that you get the information you need and want

Sample FEEDBACK FORM

A. Rank the activities from the most enjoyable to the least enjoyable.

Most 1. _____
 2. _____
 3. _____
 Least 4. _____

B. Rank the activities from the most informative to the least informative.

Most 1. _____
 2. _____
 3. _____
 Least 4. _____

C. How did you feel in doing the activities?

	I felt okay	I felt upset
Activity 1		
Activity 2		
Activity 3		
Activity 4		

D. Was the timing appropriate for the activities?

	Too Short	Just Right	Too Long
Activity 1			
Activity 2			
Activity 3			
Activity 4			

E. List the activities in the order from most liked to least liked.

- Most 1. _____
2. _____
3. _____
- Least 4. _____

F. Comments:

Note: To help participants remember which activities were first, second, third, etc., list them in order of presentation on newsprint and post on a wall.



ACTIVITY DIRECTIONS

PROGRAM ACTIVITY CHART

ACTIVITY	OBJECTIVES	CONCEPTS	MEDIA MATERIALS	TIME	GROUPING
MODULE I:					
1. <i>Introduction.</i> Self-survey of attitudes, program overview, goals.	Identify terms and labels associated with sex-role stereotyping	Assumptions made about people based upon sex.	Booklet: "Men Like, Women Like" Transparencies Overhead projector	10 minutes	Large group
2. <i>Occupation Sorting.</i> Sort occupation cards into male, female, or both categories, according to present and future trends. Discuss.	Identify assumptions and myths related to sex-role stereotyping	Sex-typing by jobs and occupations.	Pocket chart: "Occupations" Occupation cards Newsprint Marker	15 - 20 mins.	Small groups of 3-5
3. <i>Characteristics.</i> Identify whether drawings of persons engaged in various activities are female or male by naming each character and the action. Discuss.	Identify effects of sex-role stereotyping on the individual, family, school, and community. Identify assumptions and myths related to sex-role stereotyping	Everyday activities associated with males and females.	Worksheet: "Characteristics" Pens or pencils Felt-tip marker Newsprint	18 minutes	Large group
4. <i>Problem-Solving.</i> Discuss problem situations, problem-solve and report out solutions. Discuss.	Identify alternatives to sex-role stereotyping in problem-solving situations.	School and family situations that teach sex-role stereotyping.	Problem-Solving Situations Newsprint Markers Pencils/pens	20 minutes	Small groups of 3-4
5. <i>Expectations.</i> View and discuss film, "Expectations."	Identify stereotypical behaviors and manifestations in family, school, and community	Everyday expressions of sex-role stereotyping; examples of pressures of sex-role stereotyping; breaking out of the mold.	Film: <i>Expectations</i> Discussion sheet: "Expectations" Screen or light wall 18mm film projector	30 minutes	Large group
6. <i>Conclusion and Follow-up.</i> Fill out and discuss attitude survey worksheet. Evaluate session.	Identify assumptions and myths related to sex-role stereotyping.	Personal attitudes, assumptions about males and females and their roles.	Attitude Survey Evaluation form (optional)	5 minutes	Large group
MODULE II:					
1. <i>Julie and Bryan.</i> Select activities Bryan and Julie would each choose in a day care center. Discuss.	Describe the effects of sex-role stereotyping on attitudes, learning, and self-concept.	Examples of sex-role assumptions in preschool children.	"Bryan and Julie" activity sheets 2 posters: "Choosing Activities A & B" Pencils/pens Newsprint chart Marker	20 - 25 mins.	2 groups of equal size
2. <i>Classroom Environment.</i> View segments of classroom environment presented on filmstrip and evaluate for sex-role stereotyping.	Identify sex-role stereotyping in classroom activities and materials. Apply strategies for adapting classroom activities and materials in order to eliminate sex-role stereotyping	Sex-role stereotyping in classroom environment, materials; alternative examples	Filmstrip: "Evaluating the Classroom Environment" Filmstrip projector	20 minutes	Large group

ACTIVITY	OBJECTIVES	CONCEPTS	MEDIA MATERIALS	TIME	GROUPING
3. <i>Book Analysis.</i> Analyze pre-school book for sex-role stereotypes. Discuss ways to counter.	Identify sex-role stereotyping in classroom activities and materials Apply strategies for adapting classroom activities and materials in order to eliminate stereotyping	Sex-role stereotyping in pre-school books; alternatives to combat the stereotypes.	Books for analysis; Book analysis form Booklet: "Books, A Closer Look" Newsprint Pencils/pens	30 - 45 mins.	Small groups of 4-5
4. <i>Curriculum Game.</i> Play game; observe and discuss. Read through "Guidelines for Eliminating Sex-Role Stereotyping." Review session and evaluate.	Identify sex-role stereotyping in classroom activities and materials Describe the effects of stereotyping on attitudes, learning and self-concept Predict some of the choices, possibilities and freedoms which could result from eliminating sex-role stereotyping	Examples of ways sex-role stereotypes are reinforced in young children; activities offered; praise and punishment.	Curriculum game boards (A&B) Game cards Observation forms Markers (1 orange, 1 green for each game board) Booklet: "Guidelines for Eliminating Sex-Role Stereotyping in the Classroom"	25 - 30 mins.	Groups of 4
MODULE III:					
1. <i>Questionnaire.</i> Fill out four questionnaires, compare and tabulate results. Discuss.	Identify our own attitudes and behaviors related to sex roles	Differences in assumptions made of boys and girls, men and women.	Questionnaires (A - D) Numbers Pens/Pencils Newsprint tally sheet Marker	25 - 30 mins.	Large group
2. <i>Debate.</i> Select debate topics, brainstorm reasoning and debate topics. Discuss.	Identify ways in which the family, school, and community reinforce stereotypical attitudes and behavior. Identify sex-role stereotyping in teacher-pupil interaction Identify own attitudes and behaviors related to sex roles	Defenses for the different assumptions made of boys and girls, men and women.	Questionnaire A Newsprint Markers Tape	30 - 45 mins.	2 groups of equal size
3. <i>Role Assignments.</i> Play out assigned roles and observe role playing; discuss.	Apply strategies for dealing with stereotypical attitudes and behaviors in themselves, students, parents, school administrators, and community	Forms of persuasion used to assign sex-typed roles to others; feelings associated with strict role assignments.	Role assignment instruction sheets Badges Observation forms	25 minutes	Groups of 4

ACTIVITY	OBJECTIVES	CONCEPTS	MEDIA MATERIALS	TIME	GROUPING
PARENT MODULE:					
1. <i>Introduction.</i> Overview and purposes of session.	Express support for teacher training in the area of sex-role stereotyping.		Preschool training package	5 - 10 mins.	Large group
2. <i>Expectations.</i> View and discuss film.	Express support for teacher training in the area of sex-role stereotyping.	Everyday expressions of sex-role stereotyping; examples of pressures of sex-role stereotyping; breaking out of the mold.	Film: <i>Expectations</i> Film discussion sheets	30 minutes	Large group
3. <i>Curriculum Game.</i> Play game; observe and discuss. Read through "Guidelines for Eliminating Sex-Role Stereotyping." Review Session and evaluate.	Identify sex-role stereotyping in classroom activities and materials Describe the effects of stereotyping on attitudes, learning and self-concept Predict some of the choices, possibilities and freedoms which could result from eliminating sex-role stereotyping	Examples of ways sex-role stereotypes are reinforced in young children; activities offered; praise and punishment.	Game boards A & B Game cards A & B Markers (1 orange, 1 green for each game board)	25 - 30 mins.	Small groups of 4
4. <i>Book Analysis.</i> Analyze preschool book for sex-role stereotypes. Discuss ways to counter this.	Identify sex-role stereotyping in classroom activities and materials Apply strategies for adapting classroom activities and materials in order to eliminate stereotyping	Sex-role stereotyping in preschool books; alternatives to combat the stereotypes.	Books for analysis Booklet: "Books, A Closer Look" Pencils/pens	30 - 45 mins.	Small groups of 4-5



Defining Sex-Role Stereotyping

MODULE I



RATIONALE

This module provides preschool teachers with a basic awareness of sex-role stereotyping; the ways

in which it is manifested in family, school, and community; and its influence in the classroom.

OBJECTIVES

Major objectives for the module are as follows:

- Participants will identify:

- terms and labels associated with sex-role stereotyping

- stereotypical behaviors and manifestations in family, school and community

- assumptions and myths related to stereotyping

- effects of stereotyping on the individual, family, school and community

- Participants will identify alternatives to stereotyping in problem-solving situations.

CONCEPTS

Major concepts addressed in the module are as follows:

Stereotyped behavior is learned at home, school, and in the community.

Certain assumptions are made about people based upon their sex.

Sex-role stereotyping limits individual opportunities

MATERIALS/MEDIA

You will use the following materials:

- Transparencies (1-7)
- 16mm Film: *Expectations*
- Pocket charts and cards: "Occupations" (four sets)
- Participant Manual-Module 1 (one per participant)

- Overhead projector
- 16mm film projector
- Screen or appropriate substitute
- Newsprint
- Felt-tip markers, pencils

PREPARATION

1. Gather the materials for this module.
2. Reproduce enough copies of the **Participant Manual** for the number of participants expected.
3. Set up the film projector and arrange viewing area and overhead projector.
4. Prepare a tally chart on newsprint to record responses to Activity III ("Characteristics"), as follows:

Name of Character	Action	Male	Female

INTRODUCTION

Objective:

Identify terms and labels associated with sex-role stereotyping

Time: 10 minutes

Grouping: Large group

Materials:

Participant Manual: "Men Like, Women Like" booklet

Transparencies (1-7)

Overhead projector

Space Arrangement/Preparations:

Set up overhead projector. Put transparencies in numerical sequence.



Distribute the **Participant Manuals**. Refer participants to the "Men Like, Women Like" booklet in the **Participant Manual**.



Take about five minutes to describe the training program, using the **transparencies** and following this general outline:



Ask the participants to complete the activity individually, by circling words that are associated with males and underlining words that are associated with females on the cover page; they are to complete the rest of the booklet by writing responses to the items. Tell the participants that there are no "right" or "wrong" answers, and that the booklets are theirs to keep. If participants ask for clarification on how to complete the first page (cover) of the booklet, explain that they should think in terms of "how it has been," of what people traditionally have felt.



Transparency 1 — This training program, *Together We Can*, is designed to address an important issue in our schools, sex-role stereotyping. The materials were developed under a grant from the Women's Educational Equity Act, which is an Office of Education program created in 1976. Under this grant, 63 programs were funded to develop training materials, resources, and procedures to provide assistance in assuring a bias-free education for girls and boys. This training program is one of the resulting products.



Allow five minutes.



Ask: What are your reactions?

How were your answers different for men, women, and yourself?

Transparency 2 — The training you will be experiencing is a part of a more comprehensive training program. The entire training program includes a set of materials, procedures and media for each of the following audiences: school administrators, teachers and counselors, early childhood personnel, school volunteers, parent groups and community groups. Each set of materials takes into account specific needs and roles of the audience for whom it was designed, as well as their expected time constraints in addressing the issue.



Suggest to participants that they may want to take the booklets home and complete them again, or review their answers after the training sessions to see whether their opinions change.

Transparency 3 — The training program addresses the following goals:

Recognize that:

sex-role stereotypes are learned from family,

school and community and that they vary from culture to culture

employment and living patterns of men and women are changing

sex-role stereotyping affects each individual's sense of self and limits aspirations and choice

Examine our own attitudes and behavior in relation to sex-role stereotyping

Explore actions that we can take to reduce sex-role stereotyping

Create learning climates that support an expanding range of behavior and role choices for individuals

Transparency 4 — The objectives that we will be addressing in the training are as follows:

MODULE 1: Participants will identify:

- terms and labels associated with sex-role stereotyping
- stereotypical behaviors and manifestations in family, school and community
- assumptions and myths related to sex-role stereotyping
- effects of sex-role stereotyping on the individual, family, school and community

Participants will describe alternatives to sex-role stereotyping in problem-solving situations.

Transparency 5 — MODULE 2: Participants will identify sex-role stereotyping in classroom activities and materials, specifically books, toys, games, media, and activities.

Participants will describe the effects of sex-role stereotyping on attitudes, learning, and self-concept.

Participants will predict some of the choices, possibilities and freedoms for both teachers and students which could result with the elimination of sex-role stereotyping.

Participants will apply strategies for adapting classroom activities and materials in order to eliminate sex-role stereotyping and to provide options and choices in learning.

Transparency 6 — MODULE 3: Participants will identify ways in which sex-role stereotyping affects teacher-pupil interaction.

Participants will describe behaviors and attitudes related to sex roles which children bring with them into the educational environment.

Participants will identify the ways in which the family, the school and the community reinforce stereotypical attitudes and behaviors.

Participants will identify their own attitudes and behaviors related to sex roles.

Participants will apply strategies for dealing with stereotypical attitudes and behaviors in themselves, students, parents, school administrators and community.

Transparency 7 — The activities in the training are designed to get you actively involved and to participate in value-clarifying and problem-solving activities. During the session you will be involved in: experiential activities, viewing media, doing research, discussions, and game-playing. The activities are all designed to cause reflection, to draw from your own experiences and resources, and to draw your own conclusions. There are no "right" or "wrong" answers — we are all exploring together the changing roles in society, our values in relation to the changes, and our projections about what will be best for our students.

OCCUPATION SORTING

Objective:

Identify assumptions and myths related to sex-role stereotyping

Time: 15-20 minutes

Grouping: Four groups of 3 to 5 each

Materials:

Pocket chart: "Occupations" (1 for each group)

Occupation cards (1 green set, 1 orange set for each group)

Newsprint and marker

Space Arrangement/Preparations:

None needed



Divide the participants into four groups of three to five each. Give each group a **pocket chart** and two sets of **occupation cards** (one green set, one orange set).



Have each group sort the occupations by placing each card in one of the three categories of the pocket chart ("male," "female," or "both"). They will use the *orange* set of cards to sort on the basis of how things are *today*, and the *green* cards to sort on the basis of how things might be in the *future*. Instruct them to make decisions by group consensus.



Allow five minutes for the sorting.



Give each group an opportunity to report the results of their sorting activity. Facilitate discussion and challenges between groups who disagree in sorting a particular occupation.



To encourage discussion, you may want to ask these questions:

In what ways did the sorting differ with respect to present/future?

Did you have any problems reaching agreement?

Which occupations were hardest to classify? Why?

Why would a male/female not want to be a (*name of occupation*)?

Have you ever seen any males/females doing this job? Where? How common is this?

Do you think anyone could learn to be a (*name of occupation*)?



As participants discuss their conclusions, record their responses on newsprint. Allow ten to fifteen minutes for the discussion.

CHARACTERISTICS

Objectives:

Identify effects of sex-role stereotyping on the individual, family, school and community.

Identify assumptions and myths related to sex-role stereotyping

Time: 18 minutes

Grouping: Large group

Materials:

Participant Manual Worksheet: "Characteristics"

Pens or pencils

Felt-tip marker

Newsprint tally sheet

Space Arrangement/Preparations:

Have the tally sheet prepared on newsprint and posted on a wall.



Refer participants to the **Participant Manual Worksheet:** "Characteristics"



Instruct participants to work individually. Name each character on the sheet and write a statement describing the action (*What is the person doing?*) Tell them to write their responses quickly, recording their first reactions.



Limit the time allowed to complete the worksheets to one minute. Then collect sheets, shuffle, and redistribute them.



Ask the participants to report back as you tally:

- the names of the characters
- the actions

- which characters were female/male



Encourage participants to notice patterns by asking:

Were there more males/females? Why or why not?

Could the activities performed by males/females be categorized? How?

Was there anything about the characters that influenced the assignment of names?

Are there certain of these activities that are usually performed by males/females?

Are there certain of these activities that could not be performed by males/females?

Are there certain of these activities that should not be performed by males/females?



Allow fifteen minutes for discussion.

Name of Character	Action	Male	Female

PROBLEM-SOLVING

Objective:

Identify alternatives to sex-role stereotyping in problem-solving situations

Time: 20 minutes

Grouping: Small groups of 3 or 4

Materials:

Participant Manual: "Problem-Solving Situations A-D"

Newsprint and markers, or pencils/pens

Space Arrangements/Preparations:

None needed



Divide participants into groups of three or four. Assign each group two of the four **Problem-Solving Situations** in the **Participant Manual**.



Instruct participants to read the first situation, choosing one person as a reader, and then discuss the questions, recording their answers on newsprint or on the situation sheets. Ask them to spend about five minutes on the first situation and then move to the second. Remind the participants that there are no right or wrong answers and that the sheets will not be picked up.



Allow ten minutes.



Ask each small group to report back their responses. Discuss alternative ways to handle each situation.



Allow ten minutes for reporting and discussion.

EXPECTATIONS

Objective:

Identify stereotypical behaviors and manifestations in family, school, and community

Time: 30 minutes

Grouping: Large group

Materials:

Film: *Expectations*

Participant Manual film discussion sheet: "Expectations"

Film projector (16mm) and screen

Space Arrangements/Preparation:

None needed



Introduce the film, *Expectations*, by explaining that the film was developed to provide a general overview of what sex-role stereotyping is and how it is manifested. Explain that at the beginning of the film, and in between each scene, will be flashes of "media messages" which we see every day, and that these messages are paced very quickly and are *not* meant to be read word for word. Participants may become very frustrated if they try to read each one.



Refer participants to the **film discussion sheet** in the **Participant Manual**.



Ask participants to think about the questions as they view the film, and explain that they will have a chance to discuss the questions after the film.



Show the film.



To stimulate discussion about the film, ask the following questions:

Which scene in the film seemed most familiar to you?

Are there scenes or incidents in the film that you have experienced yourself?

Were there any scenes, incidents, or behaviors which angered you? If so, which ones?

Were any of the characters' behaviors surprising to you? If so, which ones?



Allow 15 minutes for discussion, using the **film discussion sheet**.

CONCLUSION

Objective:

Identify assumptions and myths related to sex-role stereotyping

Time: 5 minutes

Grouping: Large group

Materials:

Participant Manual: "Attitude Survey"

Evaluation form (optional)

Space Arrangements/Preparations:

None needed



Have participants complete and discuss the **attitude survey** worksheet in the **Participant Manual**. Explain that it is for their own information and thought, and for them to keep.



Answer questions about the training, obtain feedback, and "wind up" the session.



Distribute the evaluation form, if you have developed one, and ask participants to complete it.



Analysis and Evaluation of Instruction

MODULE II



RATIONALE

This module provides the teacher of preschool children with the skills to analyze and adapt materials and activities in the classroom. Using

these skills, she or he can provide children with greater options and choices in learning.

OBJECTIVES

Participants will:

- Identify sex-role stereotyping in classroom activities and materials, specifically books, toys, games, media, activities.
- Describe the effects of sex-role stereotyping on:
 - attitudes
 - learning
 - self-concept

- Predict some of the choices, possibilities and freedoms for both teachers and students which could result in the elimination of sex-role stereotyping.
- Apply strategies for adapting classroom activities and materials in order to eliminate sex-role stereotyping and to provide options and choices in learning.

CONCEPTS

Major concepts addressed in the module are as follows:

Sex-role stereotyping affects our attitude towards learning and our self-concept.

Sex-role stereotyping is often present in the materials used in preschool, such as books, toys, games, activities, etc.

Individual options and choices can be broadened with the elimination of sex-role stereotyping.

MATERIALS/MEDIA

You will use the following:

- **Posters:** "Choosing Activities — A"; "Choosing Activities — B"
- **Bryan Activity Sheet** (in Support Print Materials Packet — reproduce copies for 1/2 the total number of participants)

- **Julie Activity Sheet** (in Support Print Materials packet - reproduce copies for 1/2 the total number of participants)
- **Filmstrip:** "Evaluating the Classroom Environment"
- **Curriculum Gameboard — A** (two)

- **Curriculum Gameboard** — B (two)
- **Curriculum Game Cards** — A (two sets)
- **Curriculum Game Cards** — B (two sets)
- **Curriculum Game Observation Form** (reproduce copies for 1/2 the total number of participants)
- **Participant Manual-Module II** (reproduce one per participant)
- **Game markers** (green and orange)
- **Preschool storybooks** (one for model analysis; plus one for every four persons)
- **Pens/pencils** (one per participant)
- **Newsprint**
- **Filmstrip projector**

PREPARATION

1. Gather materials for this module.
2. Reproduce enough copies of participant materials for the number of participants expected.
3. Set up the filmstrip projector and arrange viewing area.
4. Select a book for demonstrating the analysis process. If you have a group with more than 8 people you may need more than one copy of the same book. **NOTE:** Choose a book that you have or that usually is found in the preschool classroom.
5. Select a book for each group of four or five people (preferably a different book for each group) to analyze. **NOTE:** Usually older books — those written before 1973 — will have more examples of sex-role stereotyping. Choose a book that you have or that is usually found in the preschool classroom. Personified animal books as well as books about people can serve to illustrate sex-role stereotyping. You may want to avoid the fairy tale and nursery rhyme riddle books since the teachers might be inclined to defend such books.
6. A table is not essential but will make playing the curriculum games easier. Color inch cubes, pegs or construction paper shapes can be used as markers for the game.
7. List all the activities that appear on the "**Julie and Bryan**" activity sheets on a sheet of newsprint to be ready for tally during the activity. Also prepare a large model of the **book analysis form** on newsprint to tally responses from the participants.
8. Read the **booklets** ("A Closer Look" and "Guidelines for Eliminating Sex-Role Stereotyping in the Classroom") and be prepared to summarize the contents and to answer questions.

JULIE AND BRYAN

Objective:

Describe the effects of sex-role stereotyping on attitudes, learning, and self-concept

Time: 20-25 minutes

Grouping: 2 groups of equal size

Materials:

Bryan and Julie activity sheets

Posters: "Choosing Activities — A and B"

Pencils/pens

Newsprint chart and marker

Space Arrangements/Preparations:

Prepare newsprint tally chart (see instruction #7 under PREPARATION section).



Briefly (in about two minutes) introduce Module Two and explain its focus (see RATIONALE and OBJECTIVES for background information). If the group has been through Module One, review and tie in.



Divide participants into two groups. (NOTE: It is important that there be two groups for this portion of the activity, even if each group is very small.) Distribute the "**Bryan activity sheets**" to Group 1 and "**Julie activity sheets**" to Group 2. Show or distribute the **poster picture of Bryan** (Choosing Activities - A) to Group 1, and **poster picture of Julie** (Choosing Activities - B) to Group 2. (Do not let either group see the picture intended for the other group.)



Instruct each group to complete the **activity sheets** individually, according to the instructions printed on their poster and their sheet. (Do not let either group hear the instructions for the other group.)



Allow only 2 minutes for participants to make their selections. Then collect the sheets from Group 1 and shuffle them; collect sheets from Group 2 and shuffle.



Show the posters of Bryan and Julie to the large group. Explain that half of the group chose activities for Bryan and half for Julie.



Distribute the completed Julie activity sheets to the participants who chose for Bryan, and vice versa. Have each group summarize the activities chosen for each child. Tally the responses on the newsprint chart, using one color marker for Julie and another color for Bryan. NOTE: If there is a clear difference in the activities chosen for Bryan and Julie, list them in different colors of ink on separate sheets of paper. Go back and circle those that overlap in each column with the opposite color ink.



Discuss the results of the activity, helping participants to look for patterns.



You may want to use the following questions in your discussion:

Will Bryan and Julie choose the same activities?

Which activities will Bryan choose?

Which activities will Julie choose?

A. If the descriptions are basically the same, ask:

When will boys and girls begin playing differently/choosing different activities?

What are the reasons for the changes?

How does this happen?

B. If the descriptions are different, ask:

I notice Bryan will choose these, but Julie will not.

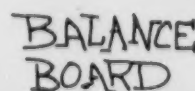
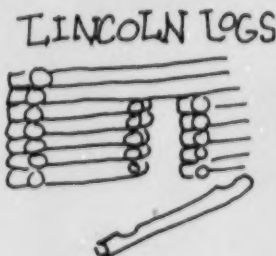
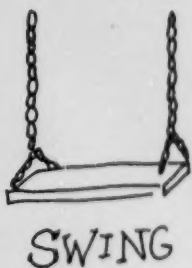
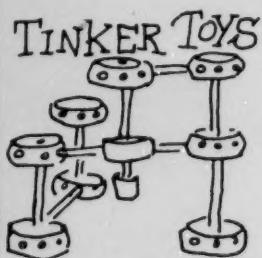
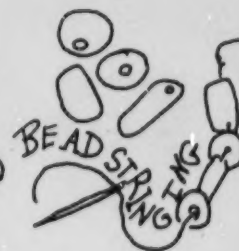
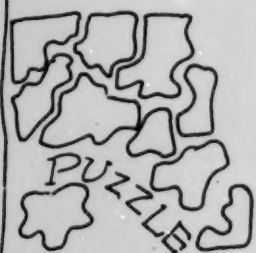
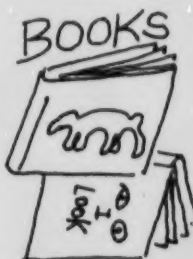
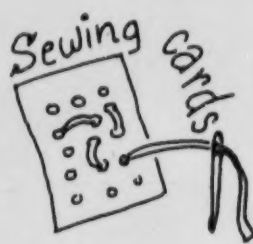
When do boys and girls begin playing differently?

Why? What are the reasons for the changes?

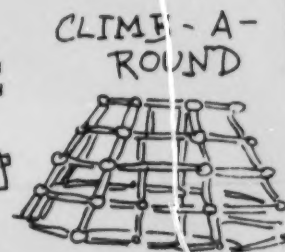
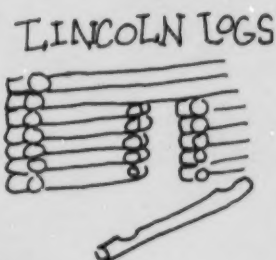
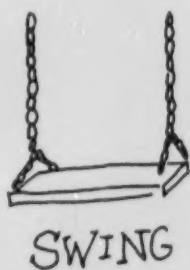
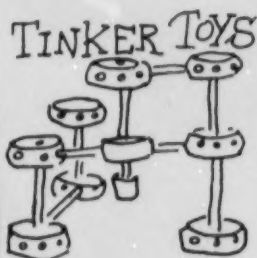
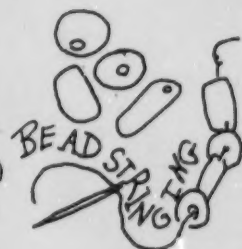
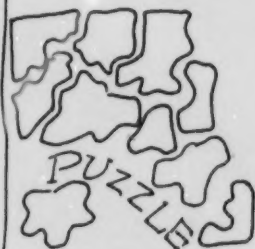
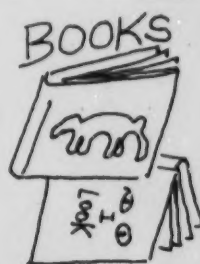
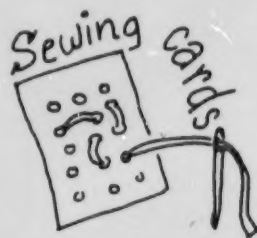
How does this happen?



Allow 10 minutes for discussion.



Please circle the first 4 activities Bryan will choose.



Please circle the first 4 activities which Julie will choose.

CLASSROOM ENVIRONMENT

Objective:

Identify sex-role stereotyping in classroom activities and materials

Apply strategies for adapting classroom activities and materials in order to eliminate sex-role stereotyping

Time: 20 minutes

Grouping: Large group

Materials:

Filmstrip: "Evaluating the Classroom Environment"

Filmstrip projector

Space Arrangements/Preparations:

Set up the filmstrip projector before beginning the program.



Ask participants to pretend that they have been asked to observe in a preschool classroom to determine if the environment is free of sex-role stereotyping.

Explain that as preschool teachers, they all have been taught how to create a learning environment, how to arrange their room so that it will provide the children with space to learn and grow. They all know that the classroom should: —

- be safe
- be orderly
- contain the various play areas
- contain materials that are appropriate for the age level and maturity of children

But for this activity they will be looking for something else. They will be deciding if the environment reflects sex-role stereotypes, and will be looking for alternatives or ways to eliminate those stereotypes.

Read the following script as you show the filmstrip:

Frame 1: The first set of slides shows a Dramatic Play area.

Does it appear safe?

What materials do you see? (e.g., equipment, pictures, clothing, materials)

Frame 2: Let's take a closer look at the circled area.
(Hold frame for 3 seconds)

Frame 3:

What kinds of clothing are available for the children to play with?

What other toys or objects do you see in the picture?

Frame 4:

What kinds of clothing do you see in this picture?

What other toys or objects do you see in this picture?

How is it different from the other pictures? (Return to previous frame to compare.)

What other things could you add to encourage all children to play in this area?

Frame 5: Now we will be looking at a Block Area.

What do you see?

List the things you see to play with.

Frame 6: We will be looking closer at the two circled areas.

(Hold for 3 seconds)

Frame 7: Let's look at the toys on the shelf.

What do you see?

Which children would choose this area?

Frame 8: Let's look at the toys on the floor.
Would the same children choose this area?

Frame 9: Now let's go back to the top shelf.
What has been added?
Do you think it would appeal to more children?
What other things could you add so more children
would choose this area?

Frame 10:
What things have been added to the floor?
What could you do in this area now?
What are some of the different ways children could
play with these toys? (e.g., make a circus, a farm,
etc.)
What could you say to encourage children to use
the toys in different ways?

Frame 11: Now let's go to the Book Area. Children
can spend lots of time looking at books— and we
as teachers need to be aware of what they're
seeing.

What do they see?
How many choices do they see?
Look at the titles and pictures on the covers.

Frame 12: Here the book area has been changed.
What do you see that's different?
What choices have been added?
We have chosen just three areas to focus on.
What are some general things we can do, both with
materials we use and activities we design, to
present the greatest number of options to children?

THE END

BOOK ANALYSIS

Objective:

Identify sex-role stereotyping in classroom activities and materials

Apply strategies for adapting classroom activities and materials in order to eliminate stereotyping

Time: 30-45 minutes

Grouping: Groups of 4 or 5

Materials:

Books for analysis

Participant Manual book analysis form (1 per group)

Participant Manual booklet: "Books—A Closer Look" (1 per participant)

Pencils/pens

Newsprint tally sheet

Space Arrangement/Preparations:

See instructions 4 and 5 in the "Preparation" section of the module for guidelines in selecting books and preparing the tally sheet.



If the group is larger than 8, divide participants into groups of 4 or 5. Distribute one book to each group (all groups should have identical books).



Explain to the group that in this activity they will analyze a children's story book, and that you will show them how. Using the book you have distributed, perform a model analysis; page through the book and point out the pictures of male and female characters, note how they are dressed and what they are doing. Emphasize that, since many preschool children cannot read, the biggest message in the book comes from the pictures they see.



Refer participants to the **Participant Manual book analysis form**. Distribute pens and assign a recorder to each group of 4. Give each group a different book to analyze. **NOTE:** Non-Spanish speakers may object if a book is written in Spanish; remind them that most of the children cannot read the words, either. Allow 5-10 minutes for the analysis.



Have the groups report back; tally responses using the book analysis form you have prepared on newsprint.



Suggested questions for discussion:

What patterns do you see?

Could you classify the types of activities which males/females are shown doing?

Could males do what the females were doing and vice versa?

What conclusions can we make about the learning that occurs when reading these books?

What images do the children get of females/males?

How do these images/these learning situations affect the self-concept of little boys? little girls?



Allow 5-10 minutes for the discussion. Then refer participants to the **booklet:** "Books—A Closer Look" in their **Participant Manual**.



Discuss alternatives to the stereotyped images which many children's books present. "What can we do to counter sex-role typing in books? We can be selective, we can be creative, we can adapt." With the booklet in hand, go

through it discussing each section by directing the participants to the appropriate pages. If possible, provide examples of nonsexist books for children (e.g., *Free to Be You and Me*; *Mothers Can Do Anything*. See the resource list in back of booklet).

CURRICULUM GAME

Objectives:

Identify sex-role stereotyping in classroom activities and materials

Describe the effects of stereotyping on attitudes, learning, and self-concept

Predict some of the choices, possibilities and freedoms which could result from eliminating sex-role stereotyping

Time: 25-30 minutes

Grouping: Small groups of four

Materials:

Curriculum game boards A and B (2 of each)

Curriculum game cards A and B (2 sets of each)

Participant Manual game observation form

Participant Manual booklet: "Guidelines for Eliminating Sex-Role Stereotyping in the Classroom"

Markers (see Preparation section)

Space Arrangement/Preparations:

None needed



Divide participants into groups of four. Give each group a **Curriculum game board** (A or B), and a set of **Curriculum game cards** (A or B). Instruct participants to choose two people to play the game (of if there is a large group, two pairs can play). Tell the participants who are not playing to use the **observation form**.



Allow 10 minutes for playing the game.



Have the participants report back the results; involve both players and observers in the discussion.



Each player will choose a marker, put it on the first square and pick a card from the stack of cards which matches the color of their marker. The instructions on the board will state which player moves first. The cards will instruct the players from that point on. The object of the game is to get to the top of the board first.



Use the following questions as a guide to elicit reactions:

How did the oranges/greens feel? Why?

(Ask the observers:) Did the oranges/greens get any negative messages? For what? Positive messages? For what?

What did orange and green represent? Game board A? Game board B?

What stereotypic messages are often given to children?

How would these messages affect a child's self-concept?

How could these responses be changed so that the same message is given to all children?



NOTE: There are two different games: game A focuses on stereotypes for boys; game B focuses on stereotypes for girls. The game will be rigged so that one player can never get ahead (in game A the boys, in game B the girls).



Instruct observers to watch the game and keep record of specific occurrences according to the **game observation form**.



Allow 10 minutes for reporting and discussion. Then refer participants to the **booklet**: "Guidelines for Eliminating Sex-Role Stereotyping in the Classroom." Go through the booklet and explain.



Wind up the session by reviewing what has been done and distributing the evaluation form, if you have one.

CURRICULUM GAME OBSERVATION FORM

Game Board being used (check one)

A _____ B _____

Color of player being observed (check one)

Green _____ Orange _____

Number of times player moves back (tally) _____

Positive messages from cards (tally) _____

Negative messages from cards (tally) _____

Comments made by player:



Looking at Assumptions

MODULE III



RATIONALE

In order to reduce sex-role stereotyping, preschool teachers need to be aware of the influence of their own attitudes and behaviors related to sex roles; they need to be aware of their own patterns of behavior and interaction with the children they teach and with other adults in the classroom. They also must be aware of the influence of the behavior

and interactions between and among the children in the classroom and among the adults and children with whom a child is associated outside the classroom. This module provides activities designed to illustrate these patterns of interaction and their influence on children.

OBJECTIVES

Participants will:

Identify ways in which sex-role stereotyping affects teacher-pupil interaction.

Describe behaviors and attitudes related to sex roles which children bring with them into the educational environment.

Identify the ways in which the family, the school,

and the community reinforce stereotypical attitudes and behaviors.

Identify their own attitudes and behaviors related to sex roles.

Apply strategies for dealing with stereotypical attitudes and behaviors in themselves, children, parents, school administrators and community.

CONCEPTS

Major concepts addressed in the module are as follows:

Children's attitudes and behavior are influenced by the behavior and interaction of others in their environment.

Both teachers and children bring with them into the classroom their own sex-role stereotypes.

Sex-role stereotypes are reinforced in the family, school and community.

If teachers are aware of behavior and interaction patterns which reinforce stereotyping, they can begin to establish new patterns.

MATERIALS/MEDIA

You will use the following:

Questionnaire forms A, B, C, D (in Support Print Materials packet—reproduce one set per participant)

Role assignment game:

Instruction sheets: (in Support Print Materials packet)

observer (copies for 1/2 the expected number of participants)

"O" player (copies for 1/4 the expected number of participants)

"Δ" player (copies for 1/4 the expected number of participants)

Observation forms (copies for 1/2 the expected number of participants)

Badges:

"O" player

"Δ" player

Newsprint

Marking pens

PREPARATION

- Cut one or more plain sheets of paper into pieces (one for each participant), approximately 2" x 2". Number the pieces from one to the expected number of participants. Fold the pieces in half.
- Group questionnaires together and stack in alphabetical order (A, B, C and D). Be sure that there are enough for each participant to have one of each.
- Prepare a newsprint sheet for tallying answers to questionnaires, as follows:
 - List the statements from questionnaire form A, on the left side of the paper.
 - Divide the remainder of the sheet into four columns with headings as follows:

(List statements here)	A		B		C		D	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	yes	no	yes	no	yes	no	yes	no

- For the role assignment game, prepare a set of materials for each group of four which includes:
 - 2 observer instruction sheets with observation forms attached
 - 1 "O" instruction sheet with "O" instruction attached
 - 1 "Δ" instruction sheet with "Δ" badge attached

NOTE: You can make badges by drawing "O"/"Δ" on a piece of paper or tag board.

QUESTIONNAIRE

Objective:

Identify our own attitudes and behaviors related to sex roles

Time: 25-30 minutes

Grouping: Large group

Materials:

Questionnaires A-D (in Support Print Materials packet)

Numbers

Pencils/pens

Newsprint tally sheet and marker

Space Arrangement/Preparations:

Prepare newsprint tally sheet and numbers in advance (see instructions in PREPARATION section). Reproduce a set of questionnaires for each participant.



Pass out the numbers you have prepared. Instruct participants to keep them and not show them to anyone.



Pass out the groups of questionnaires—there should be four in each group—so that one person gets all the number ones, one person all the number twos and so on.



Explain that they will be filling out some questionnaires. They are to answer each questionnaire as quickly as possible, giving their first response. They will have one minute to complete each questionnaire. Instruct them to put their number on each questionnaire after they complete it. When they finish the first questionnaire, they will turn it in and get the next one. Explain that there are no right or wrong answers. *Do not let the group know that the questionnaires are basically the same.* If they ask what the numbers are for, explain that these will be used for reporting back purposes and that no one will know whose questionnaire is being discussed.



Instruct the participants to line the four questionnaires up in alphabetical order from A to D and to compare the responses to each question across the four questionnaires. Have them report the results. Tally the responses on the newsprint sheet and total the agree's and disagree's for each questionnaire. Have the groups look for patterns.



You may want to use these questions for discussion:



Pass out **questionnaire form A**. Allow *one minute* for completion. Tell participants to stop. Remind participants to place their number on the form before passing it in. Continue in this manner for **forms B, C, and D**. As each group of questionnaires is returned, sort them by number (all 1's, all 2's, etc.).

Do you notice any difference among the questionnaires?

Look at the first statement. How does it change from form A to forms B, C, D? How do other statements (go through 3 or 4 others) change from form A to forms B, C, D?

How many felt angry or resentful completing the questionnaire? Why?

Is there as much consistency in the responses to descriptive statements such as Boys are.... Girls are.... as there is with rule statements such as Boys should.... girls should...?

Allow fifteen minutes for discussion. Throughout the discussion pick up examples or statements made by the participants and relate them to the classroom setting.

	A		B		C		D	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
(List statements here)	yes	no	yes	no	yes	no	yes	no

QUESTIONNAIRE A

	AGREE	DISAGREE
1. At any age, boys are physically stronger than girls.	☐	☐
2. Boys should do all physical tasks (yard work, carrying).	☐	☐
3. It is more important for a boy to get a college education than a girl, if a choice must be made.	☐	☐
4. Whatever happens, boys should not hit girls.	☐	☐
5. Boys should not use rough or vulgar language.	☐	☐
6. In general, boys are more emotional than girls.	☐	☐
7. Boys, not girls, need to know how to fix things and how to fight.	☐	☐
8. Boys should protect girls.	☐	☐
9. If you have to make a choice, boys should be given more physical education opportunities than girls.	☐	☐
10. Boys, not girls, should learn to cook, sew, and type.	☐	☐

QUESTIONNAIRE B

	AGREE	DISAGREE
1. At any age, men are physically stronger than women.	☐	☐
2. Men should do all physical tasks (yard work, carrying).	☐	☐
3. It is more important for a man to get a college education than a women, if a choice must be made.	☐	☐
4. Whatever happens, men should not hit women.	☐	☐
5. Men should not use rough or vulgar language.	☐	☐
6. In general, men are more emotional than women.	☐	☐
7. Men, not women, need to know how to fix things and how to fight.	☐	☐
8. Men should protect women.	☐	☐
9. If you have to make a choice, men should be given more physical education opportunities than women.	☐	☐
10. Men, not women, should learn to cook, sew, and type.	☐	☐

QUESTIONNAIRE C

	AGREE	DISAGREE
1. At any age, girls are physically stronger than boys.	☐	☐
2. Girls should do all physical tasks (yard work, carrying).	☐	☐
3. It is more important for a girl to get a college education than a boy, if a choice must be made.	☐	☐
4. Whatever happens, girls should not hit boys.	☐	☐
5. Girls should not use rough or vulgar language.	☐	☐
6. In general, girls are more emotional than boys.	☐	☐
7. Girls, not boys, need to know how to fix things and how to fight.	☐	☐
8. Girls should protect boys.	☐	☐
9. If you have to make a choice, girls should be given more physical education opportunities than boys.	☐	☐
10. Girls, not boys, should learn to cook, sew, and type.	☐	☐

QUESTIONNAIRE D

	AGREE	DISAGREE
1. At any age, women are physically stronger than men.	☐	☐
2. Women should do all physical tasks (yard work, carrying).	☐	☐
3. It is more important for a woman to get a college education than a man, if a choice must be made.	☐	☐
4. Whatever happens, women should not hit men.	☐	☐
5. Women should not use rough or vulgar language.	☐	☐
6. In general, women are more emotional than men.	☐	☐
7. Women, not men, need to know how to fix things and how to fight.	☐	☐
8. Women should protect men.	☐	☐
9. If you have to make a choice, women should be given more physical education opportunities than men.	☐	☐
10. Women, not men, should learn to cook, sew, and type.	☐	☐

DEBATE

Objective:

Identify ways in which the family, school, and community reinforce stereotypical attitudes and behavior

Identify sex-role stereotyping in teacher-pupil interaction

Identify our own attitudes and behaviors related to sex roles

Time: 30-45 minutes

Grouping: 2 groups of equal size

Materials:

Questionnaire A (from previous activity)

Newsprint, markers, and tape

Space Arrangement/Preparations:

None needed



Tape pieces of newsprint to the wall, one on either side of the room, for the recorder to use when recording the debate, or supply smaller sheets of paper if room size does not allow this.



Using **form A of questionnaires** from Activity I, ask participants which ones could make good debate topics. List two.



Divide the group in half. Choose one group to be *for* and one group to be *against* the first statement chosen for debate. Assign a recorder. Give the recorder a magic marker, tape and an extra sheet of newsprint.



Instruct the participants to brainstorm in their groups and to list five reasons for or five reasons against (depending on which side

their group has been assigned to) the statement. Then have each group present their list of reasons to the other group.



Allow about 5-8 minutes for each brainstorming session and 7-12 minutes for each debate. Cut the debate as soon as you observe that one team has no more strong arguments. You don't want either group to feel defeated.



Repeat the same procedure for Round 2, using the second statement chosen by the group.



When debating is completed, go through each of the reasons for and against the two statements. Have the participants pinpoint those reasons which would apply to today's standards.

ROLE ASSIGNMENTS

Objective:

Apply strategies for dealing with stereotypical attitudes and behaviors in themselves, students, parents, school administrators, and community

Time: 25 minutes

Grouping: Groups of 4

Materials:

Role assignment instruction sheets (observer, player O and player Δ — in Support Print Materials packet)

Observation forms (in Support Print Materials packet)

Badges

Space Arrangement/Preparations:

O and Δ badges prepared in advance; copies of game forms (see Session Preparation Section)



Divide participants into groups of four.



Explain that they will play a game, that each person in the group will have a different task to do and that no person should know what another person's task is. Tell the participants that there will be 2 observers and 2 players in each group. Ask them to decide among themselves which role they will take, observer or player.



Explain that each person will have a different set of instructions. They are to read them carefully and do the best they can without asking questions. They are *not* to let the others see their instructions.



Pass out the game forms to each group of four as follows:

one player "O" — **O instruction sheet** and badge
one player "Δ" — **Δ instruction sheet** and badge
two observers — **instructions** and **observation form**



Allow two minutes for the participants read the instructions, then signal to begin playing the game. If it is necessary to clarify instructions, do so at this point, **NOTE:** You may give *only* clarification of instructions when the participants have begun playing. Allow five minutes for the groups to play, then signal to stop.



If there was much interaction, have participants regroup as follows:

- All of the observers form a group
- All of the "O" form a group
- All of the "Δ" form a group



Have the groups describe and compare what they discovered in their groups as they played the game.



Ask some general questions of each group to get them started. For example:

O's — How did the Δ's respond when you tried to impose your labels and perceptions on them?

Δ 's — What tactics were used to impose labels on you?

Observers — How do the behavior and interaction which you observed compare?



Allow 5-10 minutes for the group to discuss. If there was minimal response to the game, discuss it as a total group, rather than dividing the participants as suggested above.



Use the following questions to guide the large group discussion:

Ask the observers:

What was the O's task? Give examples of things they did (gestures, facial expressions). Give some examples of things they said.

What was the Δ 's task? Give some examples of

things they did (gestures, facial expressions). Give some examples of things they said.

Ask the O's:

How difficult was it to convince the Δ 's?

What made it easy or difficult to get the other person to accept the role which you chose to pass on to your opponent?

Ask the Δ 's:

How did you feel when the other person tried to tell you who you are/should be?

What convinced you or would have convinced you to accept the role suggested by your opponent?



Allow 5-10 minutes for discussion.

ROLE ASSIGNMENT INSTRUCTIONS

O's

Pin on the attached badge. Your task will be to review the roles listed below, to choose one and to try to convince your opponent that this should be his or her role in the day care center.

Choose one:

1. Responsible for all filing, record keeping, secretarial work.
2. Taking care of all building repairs and maintenance of equipment.
3. Planning and supervising all outdoor activities.
4. Organizing and conducting all art and manipulative activities.

Try to convince your opponent by supplying reasons why he or she fits the role, using specifics, such as:

- physical characteristics or abilities
- personality traits
- technical skills
- mental abilities

YOU make the first statement.

ROLE ASSIGNMENT INSTRUCTIONS

Δ's

Pin on the attached badge. Your opponent will try to convince you that you should accept a certain role in the Day Care Center, by giving you reasons why you would fit that role. It will be your task to reject all of the reasons your opponent gives, and state reasons which disprove what your opponent says.

Your opponent will make the first statement.

OBSERVER INSTRUCTIONS

On the attached form you are to record the interactions of the two players. Along the top row you will note some facial expressions which have been labeled and numbered. At the bottom there are two columns, one marked "O" and one marked "Δ". You are to observe what the players say with their faces and what the players say verbally. Record for each player:

- a. The number of the facial expression made
- b. What the person said





Preview

PARENT MODULE



RATIONALE

If parents are involved in their children's educational programs, they can facilitate and reinforce the learning process. It is important to provide parents with the knowledge and understanding of training programs offered to the teachers of their children; parental awareness of what occurs in the

preschool facilitates communication between teacher and parent and between parent and child at home. This module provides parents with an overview of the teacher training program concerning sex-role stereotyping.

OBJECTIVES

The objective of this module is as follows:

Participants will express support for the participation of their children's preschool teachers in a

teacher training program in the area of sex-role stereotyping.

CONCEPTS

Major concepts addressed in the module are as follows:

Stereotyped behavior is learned in the home, school and community.

Certain assumptions are made about people based upon their sex.

Sex-role stereotyping limits individual opportunities and potential and influences self-concept.

MATERIALS/MEDIA

You will use the following:

Preschool training kit:

- 16mm film: *Expectations*
- Curriculum Game and Cards (A&B)

- **Participant Materials:** "Books, A Closer Look" and "Expectations" discussion sheet (one copy per participant)

16mm film projector

Screen or viewing area

Books for analysis

PREPARATION

1. Pull from the Preschool Training Kit the following materials:
 - **16mm film** *Expectations* (module 1)
 - **Curriculum Game A and B** (module 2)
 - **Booklet:** "Books: A Closer Look" (module 2) and **Film discussion sheet:** "Expectations" (Module 1) - reproduce enough copies for each participant.
2. Choose a book to use for demonstration of book analysis. You will need to choose a book that is at the preschool level and that is large enough for the entire group to see. It may be easier to find a small, inexpensive book and purchase duplicate copies.
3. Choose four different books for the parents to analyze in groups of four (one for each group). **NOTE:** This activity appears in Module 2 — Teachers. See the PREPARATION instructions in that section for more detailed information on book selection.
4. Set up the film and determine the best place to project it.
5. Review the entire preschool package and be ready to describe it briefly and answer questions.

INTRODUCTION

Objective:

Express support for teacher training in the area of sex-role stereotyping

Time: 5-10 minutes

Grouping: Large group

Materials:

Preschool training package

Space Arrangement/Preparations:

None needed



Introduce the training by explaining that the purpose of this session is to familiarize parents with training materials which will be presented to the teachers of their children. Tell the parents that the training is awareness training in the area of sex-role stereotyping. Give a brief summary of the background information:

Recently, laws have been passed stating that there be no discrimination in education on the basis of sex, race or religion. This project was funded through one of those laws, the Women's Educational Equity Act, in response to a need for training materials on sex-role stereotyping which could be used with teachers, administrators, counselors, parents and others who influence the lives of children.



Show the parents the **training package**.



Explain that the training for teachers consists of 3 two-hour meetings. Give the title and a brief description of each module. Inform the parents that at the end of the training they may come and look more closely at the materials. Explain that, so that they will be familiar with the type of training the teachers will be receiving, they will sample three of the activities from the modules. As they go through these activities, they might assume that they are teachers and think to themselves "*If I were a teacher receiving this training, what would I learn from it? How would I feel about the training? What questions would I have?*"

EXPECTATIONS

Objective:

Express support for teacher training in the area of sex-role stereotyping

Time: 30 minutes

Grouping: Large group

Materials:

Film: *Expectations*

Film discussion sheets: "Expectations" (1 per participant)

Space Arrangement/Preparation:

None needed



Introduce the film, *Expectations*, by explaining that the film was developed to provide a general overview of what sex-role stereotyping is and how it is manifested. Explain that at the beginning of the film, and in between each scene, will be flashes of "media messages" which we see every day, and that these messages are paced very quickly and are *not* meant to be read word for word. Participants may become very frustrated if they try to read each one.



Distribute the **film discussion sheets** (1 per participant).



Ask participants to think about the questions as they view the film, and explain that they will have a chance to discuss the questions after the film.



Show the film.



To stimulate discussion about the film, ask the following questions:

Which scene in the film seemed most familiar to you?

Are there scenes or incidents in the film that you have experienced yourself?

Were there any scenes, incidents, or behaviors which angered you? If so, which ones?

Were any of the characters' behaviors surprising to you? If so, which ones?



Allow 15 minutes for discussion.

CURRICULUM GAME

Objectives:

Identify sex-role stereotyping in classroom activities and materials

Describe the effects of stereotyping on attitudes, learning and self-concept

Predict some of the choices, possibilities and freedoms which could result from eliminating sex-role stereotyping

Time: 25-30 minutes

Grouping: Groups of 4

Materials:

Curriculum game boards (A and B — one per group)

Curriculum game cards (A and B — one set per group)

Game markers (two orange and two green)

Space Arrangement/Preparations:

None needed



Tell them they are going to play a game. They are to remember that as teachers they would be familiar with the different work and play areas and the activities mentioned in the game. The game is one that teachers can easily associate with.



Divide the participants into groups of four; participants will play the game in pairs. (This is different from the way it is played with the teachers. The observation form will not be used and the reason for pairing the parents is to eliminate the embarrassment of a parent who is unable to read English or who is unable to read at all.) Give each group a **game board (A or B)**, and a set of **game cards (A or B)** bearing the same letter as the game board.



NOTE: There are two different games: Game A focuses on stereotypes for boys. Game B focuses on stereotypes for girls. If you have four groups, two groups will play Game A and two groups will play Game B. If you have two groups, of course, one group will play Game A and the other Game B. The game will be rigged so that one player can never get ahead: in Game A the boys, in Game B the girls.



Instruct participants to choose a partner to play the game. Each pair of players will choose a marker (green or orange to match the color of the center of the board), put it on the first square and pick a card from the stack of cards which matches the color of their marker. The cards will instruct the players from that point on. The object of the game is to get to the top of the board first.



Allow 5 minutes for playing the game, then have the groups report back.



Use the following questions as a guide to elicit reactions to the game:

- How did the oranges/greens feel? Why?
- Did the oranges/greens get any negative messages? For what? Positive messages? For what?
 - What did orange and green represent? Game board A? Game board B?
- Would this game make you as a teacher more aware of how you relate with the children in your classroom?



Allow 10 minutes for discussion.

BOOK ANALYSIS

Objectives:

Identify sex-role stereotyping in classroom activities and materials

Apply strategies for adapting classroom activities and materials in order to eliminate stereotyping

Time: 30-45 minutes

Grouping: Groups of 4 or 5

Materials:

Books for analysis

Pencils/pens

Booklet: "Books: A Closer Look" (1 per participant)

Space Arrangement/Preparations:
None needed



Explain that the next activity was designed to help teachers become more critical in their selection of books for young children and to provide them with ways to add words or pictures when reading books to or with young children in order to reduce sex-role stereotyping.



If the group is larger than 8, divide participants into groups of 4 or 5. Distribute one book to each group (all groups should have identical books).



Explain to the group that they will analyze a children's storybook, and that you will show them how.



Using the book you have distributed, perform a model analysis; page through the book and point out the pictures of male and female characters, note how they are dressed and what they are doing. Emphasize that, since many preschool children cannot read, the biggest message in the book comes from the pictures they see.



Instruct the participants to analyze the book they have. Tell them to notice the number of males and the number of females; how each is dressed and what activities each is engaged in.



Allow 5 minutes for the analysis.



Have the groups report their findings to the large group. Help them identify patterns.



After all have reported, ask:

What learning occurs when reading these books?

What images do the children get of males/females?

How can these images and learnings affect the self-concept of boys and girls?



Distribute the **booklet**: "Books: A Closer Look."



Explain that this booklet was prepared to be given to teachers as a resource to help them not only in selecting books, but also in adapting books they already have. Also, it gives some ideas and suggestions on making books with children. Briefly go through the booklet with the parents, summarizing the various sections, and referring the parents to the appropriate pages. Point out examples of non-sexist books for children (e.g., *Free to Be You and Me*, *Mothers Can Do Anything*). See the Resource List in the back of booklet. Tell the parents that they may keep the booklet if they would like.



Conclude by thanking the parents for coming and stating that you hope that they will support the efforts to provide both their male and female children with equal opportunities and choices. Invite them to come and look at the other materials, to ask questions and to suggest ways to help the teachers and other adults who work with their children to become more aware of sex-role stereotyping and motivated to eliminate it.



SCRIPT

FILM SCRIPT: EXPECTATIONS

Opening: Collage of ads, cartoons, comic books, events that depict stereotyped images and expectations of males and females.

Title: *Expectations*

Credits: Produced by Levie Isaacks,
Richard Goodman.

Written by Sydney Slye

Directed by Diana Vela.

Collage: Sequence of school stereotypes

Classroom Scene

Teacher (Enthusiastic and energetic): Our community is made up of some very special people. These people have some very important jobs that they do which help us. What do you think some of these jobs might be?

Child #1: A doctor.

Teacher (Writing doctor on the board): Good!

Child #2: Lawyer.

(Teacher continues to write these professions on the board and verbally supports the children for their answers.)

Child #3: A secretary.

Child #4: Mailman.

Child #5: Nurse.

Child #6: Pharmacist.

Child #7: Dentist.

Child #8: Well, aren't my parents important?

Teacher: Why of course they are.

Child #8: Well, I don't see their jobs up there.

Teacher (Realizing what she has done): Why . . . you're right. There are a lot of jobs we haven't listed. What do your parents do, honey?

Child #8: My mom fixes telephones and my dad cooks.

Teacher (Writing them on the board): Those are most important jobs. Would any of the others like to tell me what your parents do?

(The kids get excited and everyone raises their hands.)

Collage: Women and children stereotypes, ads.

Park Scene

A mother is pushing a baby carriage in the park. Her daughter is skipping along beside her, then off and around trees to explore.

Cut to: Two people on a park bench, an older man enjoying the sunshine and a young woman reading a book.

Cut back to: Mother and children crossing bridge. Daughter runs ahead and falls downstairs. She begins crying. Mother reaches down to get the baby, looks conflicted, takes baby in arms and begins rushing to daughter.

The older man approaches her, says, "May I?" and holds his arms out for the baby. The woman looks grateful, hands him the baby, and rushes on to tend to her daughter. The man plays with the baby.

Cut to: The woman smiling at the man.

Collage: idealized mother-daughter ads; pretty girl = marriage; smart girl = lonely wallflower ads

Mother-Daughter Scene

(A young woman in the kitchen fixing supper, while her mother sits, paying the bills at the kitchen table.)

Mother: Honey, God knows what I'd do without you. (Girl smiles sweetly.)

Mother: ...Always helping out—never a whimper. Got myself a gem—two gems, you and your sister Emilie. (Silence)

Mother: When is that sister of yours due back here?

Girl: I'm not sure, Mama. I think pretty soon.

Mother: Good.

Girl: I think everything's about ready. I'm gonna go study before supper — okay?

Mother: Fine, honey.

(The older sister, Emilie, arrives and begins to taste and stir food on the stove. The mother is talking to her from the kitchen table.)

Mother: School going good?

Emilie: Yes mom.

Mother: Good grades — doing all your work?

Emilie: Yes.

Mother: Girl, you got one good head on those shoulders and there ain't one good reason you can't just do whatever you have a mind to — you know what I mean?

(Emilie turns, nodding her head slowly.)

Mother: You got the brains, girl. You're gonna go to college. Isn't that what that counseior said?

Emilie: He said I have potential.

Mother: Well, all you've gotta do is reach out and get that scholarship.

(Cut to: The younger sister, Cara, has overheard the conversation in the kitchen. Her facial expression is one of hurt, dismay and confusion.)

Emilie: Mother, I can't leave. What will you and Cara do?

Mother: Why, we'll just do what we've been doing. Besides, Cara's such a pretty girl...we'll do just fine. You've got to reach out and be somebody. This family needs a *somebody*.

(Cut to: Cara looks away as her sister walks out of the kitchen. Emilie sees the expression of hurt on Cara's face. Emilie's face registers her regret and fondness for her sister.)

Emilie (softly): Cara.

(Cara looks up at her sister.)

Emilie: Hey babe, Mama don't know what she's saying. You know?

(Cara looks kind of lost as to what she's saying.)

Emilie: Look, I don't care about who's smart and who ain't. It's some big deal or something to Ma. It just is for some reason or something. Do you see?

Cara: I don't know.

Collage: Successful businessman ads; well cared for wife; material wealth stereotypes

Businessman Scene

(The man in the business suit is standing at his desk. He looks especially hurried as he flips papers around on a desk, pulling out drawers, etc. Suddenly, the phone rings and he picks it up. Now, there will begin a three-way conversation between the man, his wife and his mother. The camera will cut between the man and his wife and the mother at the end.)

Man: Yes.

Wife (Sitting in bedroom): Dan, Mother's here now. She wants to talk with you.

Mother (on extension phone): Dan?

Man (Still going crazy at his desk): Hello Mother. (Looking at his watch and trying to listen intently)

Man: Did Jan tell you that Leslie won the sports award for her grade?

Mother: Oh heavens, that's wonderful. For the boys too?

Man (Looks proud): Yes, of the boys and girls.

(While Dan is talking, his secretary opens the door quietly and points to her watch, silently mouthing the time. Dan looks up and nods.)

Wife: Mother, Dan and I started the most incredible diet — really good for you. We feel great.

Mother (Laughing): Well, I hope it's not one of those diets where you don't see any meat at the table.

Wife: Oh, of course not, Mother.

Mother: Well, good. Dan needs something special to go on. (Laughing) He doesn't even know he can go on 6 cylinders rather than 8.

Mother: Dan, how is work?

Man (very distracted): Fine, just fine.

Mother: I know you must really be happy.

(The man pauses, looks caught and confused, as if suddenly realizing the trap he is in.)

Collage: Ads for glamorous dress; shopping; store sign "Our job is pleasing you ..."

Store Scene

(A young woman dressed in poncho and boots is standing a bit back from the counter in a Dept. Store. The man in front of the young woman is being helped by the saleswoman. Just as the saleswoman finishes with this man, another man walks up to be helped. The saleswoman very smoothly and easily moves toward the man, addressing him politely. She ignores the young woman.)

Saleswoman (To the new man): Hello, may I help you?

Man (Motioning to the woman): I believe this young woman was here before me.

The woman smiles to the man in thanks. The saleswoman looks a bit disturbed, and turns reluctantly to help the young woman.

Collage: Chivalry cartoon; glamor figure ad

Bus Scene

A city bus is in motion and a young man is sitting in the front section. A woman with two children, a baby and small child, gets on the bus. No seats are left so the teenager gets up. The woman nods her head in thanks. The next stop down, another woman gets on the bus. She is a young, attractive woman. Several look up with interest, then one gets up, offering her a seat. She takes it. Finally, an older woman gets on the bus with several packages. The teenager looks around and realizes everyone is oblivious to her. No one moves to offer her a seat. He holds her elbow to help keep her balance. Then the attractive woman moves, smiles and offers the old woman her seat. The young woman catches the eye of the teenager who has been watching and smiles. He smiles back.

Collage Scene: Maternity ads; waiting lines; delivery room pictures; female nurses.

Examination Room Scene

(A group of interns are in a medical examining room. All attention is being centered on a woman in her early forties who is the professor and residing gynecologist and obstetrician.)

Doctor (Very matter of factly): How many of you have ever had an obstetric exam?

(The women interns raise their hands. The male interns are trying to make some sense out of this.)

Doctor (To the women): You all may dispense with this part of the lecture.

(The women leave.)

Doctor (Pointing toward exam table): Gentlemen, this is a gynecological and obstetric examination table.

(The doctors study the table.)

Doctor: In order to get a greater sense of empathy with your patients, I want each of you to undress and hop up on the table... The men look puzzled and a bit shocked. The young black doctor breaks into a smile when he realizes the necessity and humor involved in this situation.

Credits: (filmed over flashback frames from the scenes)

Cinematographer — Levie Isaacks

Assistant Camera — Don Sassano

Gaffer — Eagle Pennell

Key Grip — Albert Rubio

Cast:

Ricky Santoya
Gloria Black
Tobie Black
Jolene Black
Mildred Olsen
Michael Fairchild
James Summerville
Dennis Ray Palla
Ron Perryman
Richard Ross
Biddy O'Sullivan
Ava Cisneros
Georgiana K. Sims
Sydney Slye
Alice Cisneros
Frank Soliz
Patrick Norman
Danny Moya
Laure' lyne Houston
David Collins
Susan Santoya
Mary Santoya

Musical Score — Nicholas Fryman

Location Sound — James T. Crow

Sound Mixing — Paul Harrison

Cast:

Therese D. Eastman
Karen Coleman
Marguerite Snyder

Editor — Levie Isaacks

Assistant Editors

Lynn Johnson
Biddy O'Sullivan

Cast:

Chris Muldoon
Bill Skinner
Katherine Lyons
Marc Austin

Production Manager — Susanne Moreau

Production Assistants

Marguerite Snyder
Cecyle Rexrode

Cast:

Dexter Bullard
Beverly Kemp
Martha Zucht
Cecyle Rexrode

Advisors:

Glee Ingram
Martha Boethel
Poppy Burton
Judy Corder-Bolz
Barbara Kihnel
Susan Lee
Becky Zuniga

Cast:

Karen Kuydendall
Henry Williams
Michael Austin
Michelle Moreau
Gloria McPhaul
Sam Barzilla

Disclaimer:

Produced under a grant from the U.S. Department of Health, Education, and Welfare, Office of Education, Women's Educational Equity Act. Opinions expressed herein do not necessarily reflect the position or policy of the Office of Education or the Department and no official endorsement should be inferred.

Cast:

Hodges E. Calvert
Chena Capryce Calvert
Willie Calvert, III
George Sims
Deborah Patterson

Produced for "Together We Can," a multi-agency project coordinated by the Region XIII Education Service Center, designed and developed by the Region XIII Education Service Center, the Austin Womens Center, and the Southwest Educational Development Laboratory, Austin, Texas 1977.

Special Thanks to: Harris Elementary — Austin Independent School District

Cast:

Marguerite Delvaille
Jeff Arambula
Darlene Arnold
Teresa Barnett
Louis Birdsong
Sherry DeWitty
Melissa Garcia
Leslie Hathaway
Scott Love
Troy Ridley
Carl Ross
Lisa Ann Goodman

The showing or description of any commercial products in this presentation should not be construed as an endorsement by the U.S. Department of Health, Education, and Welfare, Office of Education.

**A GOODMAN ISAACKS AND VELA
PRODUCTION**

Credits for Collage Sequences:

Cover of *My Only Love*. Charlton Publications, Inc. Derby, Connecticut.

"Smart Managers Want Smart Managers" American Management Services, Denver, Colorado.

"Charlie" by Revlon, New York.

Crayola, "The Quiet Toy," Birrey and Smith, Inc., Easton, Pennsylvania.

Drawing by Wm. Steig, "Macy's is Closed." © 1949, 1977. The New Yorker Magazine, Inc.

"Batman - Exploding Bridge." Copyright © DC Comics, Inc., 1977. New York.

"The Bride Game" by Selchow and Righter Co., Bay Shore, New York.

Virginia Slims, "You are no baby, baby" and Marlboro, "Come to Marlboro Country." Phillip Morris Co., Richmond, Virginia.

Andy Capp cartoon by Smythe. 1977 Daily Mirror Newspapers, Ltd. ANDY CAPP® Dist. Field Newspaper Syndicate.

"THE FAMILY CIRCUS" by Bil Keane. Reprinted courtesy The Register and Tribute Syndicate, Inc.

"Misty" for Highland Mist Scotch Barton Brands.



an
awareness
training program
in
sex-role stereotyping
for
preschool educators and
parents of preschool children

PARTICIPANT MANUAL

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION



an
awareness
training program
in
sex-role stereotyping
for
preschool educators and
parents of preschool children

Joyce Evans, Director of Special Projects
Barbara Kihnel, Designer/Trainer
Becky Zuniga, Designer/Trainer

Southwest Educational Development Laboratory, Division of Special Projects

Women's Educational Equity Act Program
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Joseph A. Califano, Jr., Secretary
Mary F. Berry, Assistant Secretary for Education
Office of Education
Ernest L. Boyer, Commissioner

Developed for TOGETHER WE CAN, a multi-agency project coordinated by the Region XIII Education Service Center, designed and developed cooperatively by Region XIII Education Service Center, the Southwest Educational Development Laboratory, and the Austin Women's Center, Austin, Texas, 1977.

Discrimination Prohibited: No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

Produced by Region XIII Education Service Center under a grant from the U.S. Department of Health, Education, and Welfare, Office of Education, under the auspices of the Women's Educational Equity Act. Opinions expressed herein do not necessarily reflect the position or policy of the Office of Education or the Department, and no official endorsement should be inferred.

Printed and distributed by Education Development Center, 1979, 55 Chapel Street, Newton, MA 02160.

ACKNOWLEDGMENTS

The TOGETHER WE CAN training materials have been developed through the cooperative effort of a number of institutions, groups, and individuals. Members of three cooperating institutions have operated as a Task Force to make all major decisions related to the project. The project has been assisted by an Advisory Committee, two continuing consultants, and numerous content and technical consultants.

Task Force Members

Glee Ingram, Project Coordinator, Region XIII Education Service Center
Martha Boethel, Austin Women's Center
Poppy Burton, Austin Women's Center
Joyce Evans, Southwest Educational Development Laboratory
Barbara Kihnel, Southwest Educational Development Laboratory
Susan Lee, Region XIII Education Service Center
Ernestine Sunderland, Austin Women's Center
Becky Zuniga, Southwest Educational Development Laboratory

Continuing Consultants

Evey Chapa, Author, Independent consultant
Merle Miles, Sociologist, Huston-Tillotson University

Special Help Consultants

Ann Blocker, La Mancha Group
Susan Bright, Poet and Educational consultant
Lillian Brown, McCallum High School, Austin ISD
Judy Corder-Bolz, University of Texas, Department of Sociology
Martha Cotera, Information Systems Development
Linda Crockett, Porter Junior High, Austin ISD
Jane Galvan-Lewis, Social Change Advocates
Louise Iscoe, Independent consultant
Charles Jarrell, Learning About Learning
Susan Monday, Learning About Learning
Aurelio Montemayor, Intercultural Development Research Associates
Shirley O'Bryant, Southwest Educational Development Laboratory
Sandy Reichart, Case Western Reserve University
Charol Shakeshaft, Specialists in Effecting Non-Sexist Education
Carol Shapiro, Social Change Advocates
Karen Stelzner, Independent consultant
Barbara Thomas, Winn Elementary, Austin ISD
Beverly Truehart, West End Elementary, Georgetown ISD
Jearnine Waggoner, Learning About Learning
Jane Wells, Texas State Board of Education

Media Consultants

Kathy McElroy, graphic artist, Region XIII Education Service Center
Goodman, Issacks and Vela, film producers
Mike Lacey Productions, audio-visual production
Susan Lee, graphic designer, Region XIII Education Service Center
The Production Block, audio production
Bill Records, photographer
Gary Thornton, advertising artist

Advisory Committee

Cathy Bonner, Austin Commission on the Status of Women
Alberta Castaneda, Dept. of Curriculum & Instruction, University of Texas at Austin
Virginia Cutter, Texas Education Agency
Libby Doggett, child educator
Adrian Fowler, Hogg Foundation for Mental Health
Glen French, Texas Education Agency
Andre Guerrero, Juarez-Lincoln Center
Rita Maldonado Hanson, Mexican-American Business and Professional Women's Association
Ruth Hernandez, Child Incorporated
Freda Holley, Dept. of Research & Evaluation, Austin Independent School District
Mike Manor, Austin Center of Mental Health and Mental Retardation
Terry Masters, Women's Equity Program, Austin Independent School District
Kellyn Murray, Women in Communications
Carlos Rodriguez, Bilingual Program, Southwest Educational Development Laboratory
Jan Stanley, Child Welfare
Evelyn Tucker, Early Elementary Program, Southwest Educational Development Laboratory
Jeanette Watson, Office of Early Childhood Development, Texas Office of Community Affairs
Ouida Whiteside, Texas State Teacher's Association, Women's Caucus

Pilot Test Participants

Region XIII teachers, counselors, and administrators
Child Incorporated Day Care Center teachers
Community Groups: United Campus Ministry; Lutheran Church couples group; United Methodist Women;
University YWCA Board of Directors; University of Texas elementary education class;
Texas Fathers for Equal Rights
Interested individuals

Administrative Support

Donroy Hafner, Director of Instructional Services
Cindy Hull, Coordinator of Human Development Program, Region XIII Education Service Center

CONTENTS

Module I

Booklet: "Men Like, Women Like"	3
Worksheet: "Characteristics"	8
Problem-Solving Situations.	10
Discussion Sheet: "Expectations".	14
Attitude Survey.	15

Module II

Book Analysis Form.	19
Booklet: "A Closer Look".	21
Booklet: "Guidelines for Eliminating Sex-Role Stereotyping in the Classroom.	27



MODULE I

circle

terms that have been
most associated with men.

underline

terms that have been
most associated with
women.

active

unsure

feelings hurt easily

independent

self-confident

emotional

adventurous

aggressive

cries easily

competitive

talkative

loud

sloppy

dependent

ambitious

follower

Man's
Work
Is...

List appropriate jobs for men.



men
and
women
are good at:

5

My
Work
IS...

List jobs you might try in your lifetime.

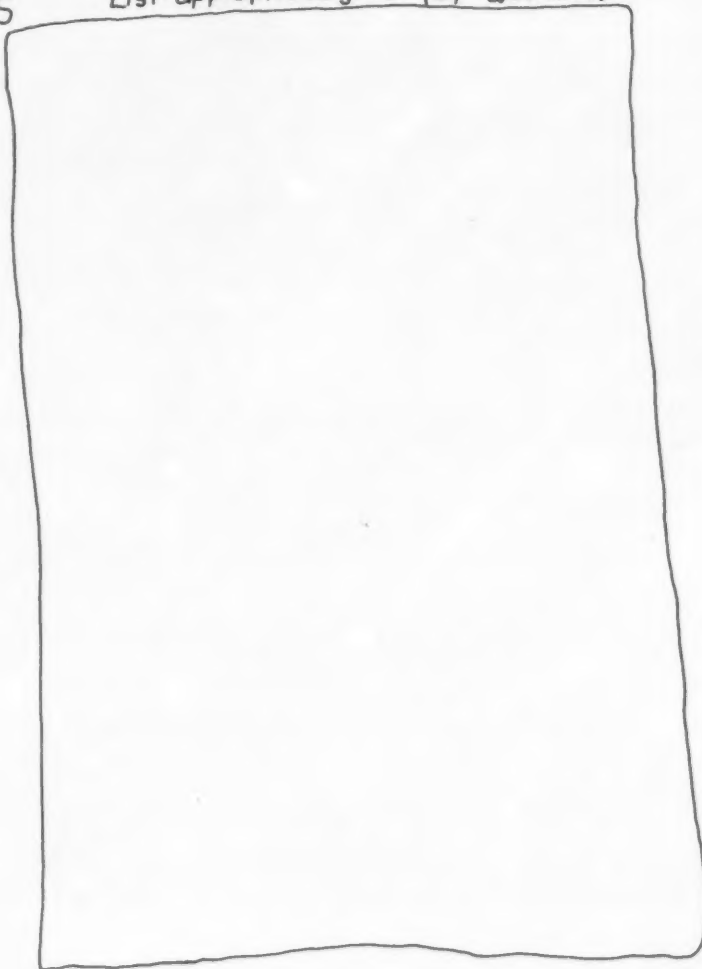
A large, empty rectangular box with a hand-drawn border, intended for listing jobs. The box is approximately 360x600 pixels in size. It has a slightly irregular, hand-drawn appearance with a thin black border. The interior of the box is completely blank, providing space for the user to write or draw.

Women are good at :

men
are good at :

Woman's
Work
Is...

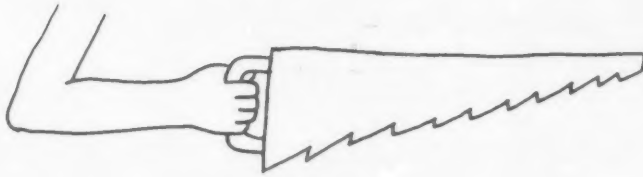
List appropriate jobs for women.



I
am
good
at:

7

CHARACTERISTICS

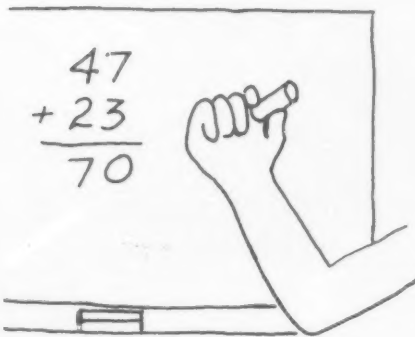


Name: _____

Action: _____

Name: _____

Action: _____



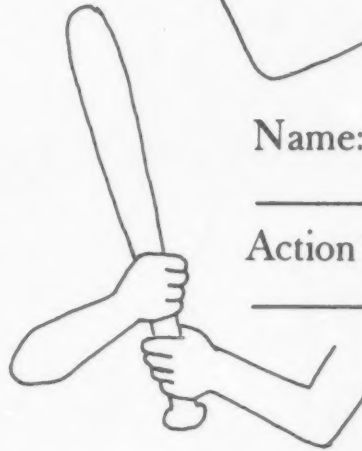
Name: _____

Action: _____



Name: _____

Action: _____



Name: _____

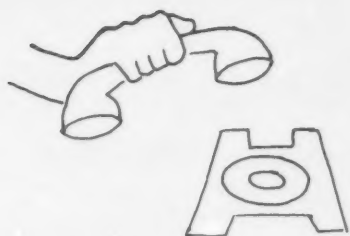
Action: _____



Name: _____

Action: _____



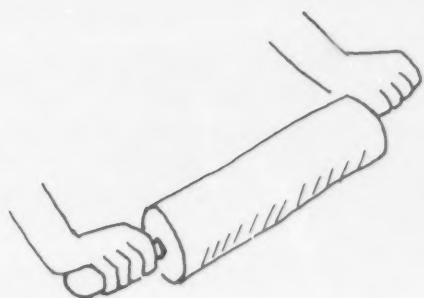
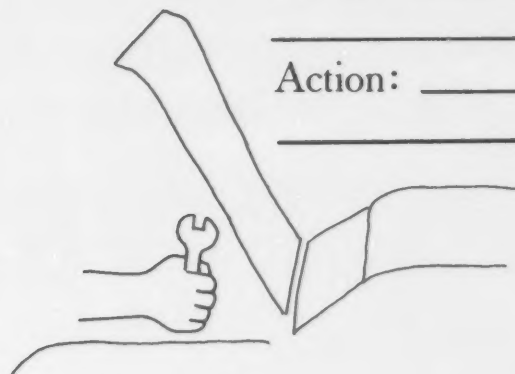


Name : _____

Action: _____

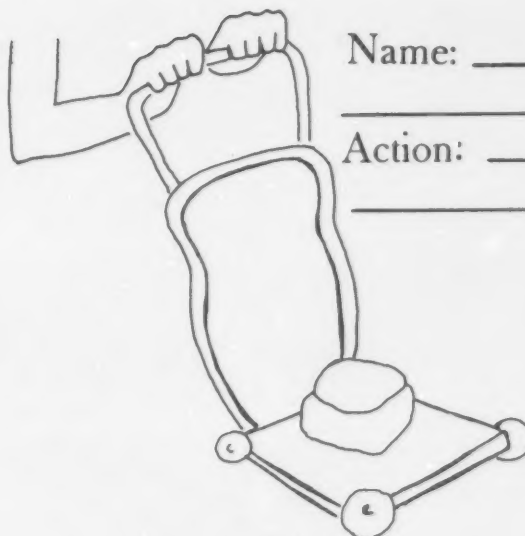
Name: _____

Action: _____



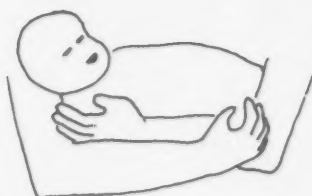
Name: _____

Action : _____



Name: _____

Action: _____



Name: _____

Action: _____

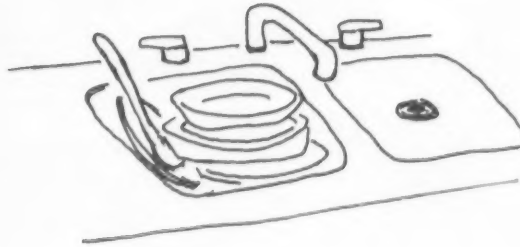
Name: _____

Action: _____



PROBLEM-SOLVING SITUATIONS

SITUATION A



The family has just finished eating supper. Father leaves the table and sits on the sofa to watch television. Mother hurriedly begins clearing the table and washing the dishes.

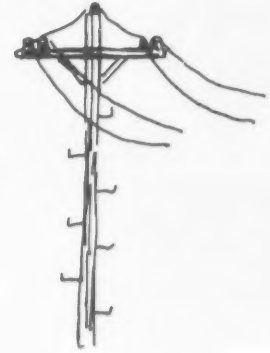
Father: "David, help your mother with the dishes."

David: "Tell Sissy to do that; boys don't wash dishes."

Discussion Questions

1. Why does David believe that boys don't wash dishes?
2. From which of the following is David learning most: father's words? mother's actions? father's actions? other?
3. What is the father teaching David?
4. How could David's attitude be changed?

SITUATION B



Sarah and her mother have just finished reading a book about community workers. They begin talking about the different jobs people can do.

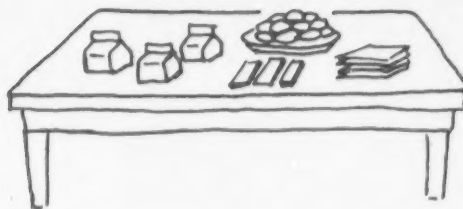
Sarah: "Mother, when I grow up I want to climb up those telephone poles and work on the wires."

Mother: "Oh honey, you can't do that when you grow up. You are a little girl. Girls can't climb."

Discussion Questions

1. Is the mother correct?
2. What do you think the little girl is understanding?
3. How would this affect a little girl's behavior and attitudes?
4. What would you tell a little girl?

SITUATION C



The children in the Summer Sault Preschool have just finished playing in the Learning Centers. It is time for snack.

Teacher: "Let's see, I would like two girls to set the table and pass out the napkins. Who wants to volunteer?"

Discussion Questions

1. Why does the teacher want only girls for the task?
2. What do you think the teacher will tell a boy if he volunteers?
3. How would you assign children for such a task?

SITUATION D



The children at Kangaroo Day Care have just finished their structured activities. It is time for Free Play. It is a very cold day.

Teacher: "I want all the boys to put on their coats and go out in the yard. The girls can stay inside and do art."

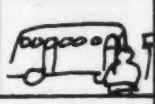
Discussion Questions

1. What do you think about the teacher's statement?
2. Why is she keeping the girls indoors? Sending the boys outside?
3. What would you do in this situation?

EXPECTATIONS

Use these discussion questions to analyze each of the vignettes in the film.

1. What was the problem in this scene?
2. What were the assumptions that caused the problem?
3. How does this relate to sex-role socialization?

	Classroom		Business Man 
	Park		Store 
	Mother - Daughters		Bus 
	Doctors		

ATTITUDE SURVEY

Please read the following statements. Circle "yes" if you agree with a statement. Circle "no" if you disagree with a statement.

- | | | |
|---|-----|----|
| 1. Women are more emotional than men. | Yes | No |
| 2. Women should stick to women's jobs and not compete for men's jobs. | Yes | No |
| 3. Women don't usually work as many years or as regularly as men. | Yes | No |
| 4. Girls should be encouraged to participate in sports. | Yes | No |
| 5. It is mostly the duty of the man to be responsible for earning a living. | Yes | No |
| 6. Men and women should be equal partners in household chores. | Yes | No |
| 7. A preschool child is likely to suffer if the mother works. | Yes | No |
| 8. Men tend to be more logical than women. | Yes | No |
| 9. Girls ought to get as good an education as boys. | Yes | No |
| 10. Women have a higher turnover and absenteeism rate than men. | Yes | No |
| 11. Parents should encourage just as much independence in their daughters as in their sons. | Yes | No |
| 12. Parents should teach their sons that it is okay to express feelings, including crying. | Yes | No |
| 13. Women who work are generally less devoted to their husbands and family. | Yes | No |
| 14. As a parent I would encourage my daughter to participate in sports. | Yes | No |
| 15. My daughter needs/would need as good an education as my son. | Yes | No |
| 16. Women are more sensitive and can provide better care to small children than men. | Yes | No |

Complete the following statements:

I feel that girls should _____

I feel that boys should _____



MODULE II

BOOK ANALYSIS FORM

	Males	Females
How many females and males?	no. _____	no. _____
How are the characters dressed?		
Name 3 things which were done by males and females.	1)	1)
	2)	2)
	3)	3)

books for preschoolers

a closer look

101

What can the teacher do?

- Be **SELECTIVE**
- Be **ADAPTIVE**
- Be **CREATIVE**

SELECTING

Read each book carefully, looking for stereotyping, before reading it to your children or making it available to them to read. Review critically the pictures, illustrations and words:

- Who are the main characters?
- How are the males dressed? How are the females dressed?
- What actions are performed by males? By females?
- What roles do the males play? Females play? (i.e., community workers)
- Are males ever in a nurturing role? Females in work roles, other than homemaker?

ADAPTING

As teachers, you know that you cannot discard the books you have and buy all new ones. But you can change or supplement what you have to provide alternatives to the stereotypical images being presented:

- When reading books to children, change wording or add comments.
- If the pictures show only males or only females in certain roles, find pictures that show other possibilities and use them along with those in the book.
- When discussing the story or book, encourage the children to express their own attitudes and beliefs about the roles people can have and to be prepared to provide alternatives without making value judgments.
- When role playing stories, encourage free choice for all children in identification with the characters. Girls do not have to play only female roles and boys to not have to play only male roles.

CREATING

Transfer the skills you develop from analyzing and screening books for children to create books **with** children. Because a child lives in a cultural context, any book the child puts together will reflect that culture. Recording children's experiences can counter the myths and stereotypical images presented in commercially produced materials. The practical and economic advantage of this activity is, of course, an economical—or inexpensive—way to expand the library.

Books can take various forms:

- a series of oral statements dictated by the child and recorded by the teacher
- a series of experiences expressed through drawings or pictures.
- a collection of art works.

Following are some techniques to try to get very young children to create their own book:

- Make a book. Just the action of folding or stapling pages may provide the incentive for children to create.
- Begin the first sentence — and let the child complete it (i.e., "Tell me about..." or "I like to...").
- Have the children describe their own drawings. Record what each child says, and help the child add to it.
- Put a collection of pictures together—let the child cut and paste pictures. Perhaps you could suggest a theme and have the child choose pictures to fit. Encourage the child to add captions. Combine the pictures to make a book.
- Record stories about exciting experiences, families or friends.
- Make a group book. Have all the children find or draw pictures or make statements about a central theme (for example: jobs people do, feelings, vacations, etc.).

RESOURCES

Birnbaum, Al. *Green Eyes*. New York: Western Publishing Co., 1953. All about a cat's first year of life. A story of growth, changing seasons, and discovery.

Brenner, Barbara, with photographs by George Ancona. *Bodies*. New York: E. P. Dutton, 1973. All kinds of bodies doing all kinds of things. It shows boys and girls in the nude, and on the page showing bodily functions, it has a photo of a small boy on the toilet. A real breakthrough book!

Brenner, Barbara, photos by George Ancona. *Faces*. A sensitive, photographic exploration of different kinds of faces and different parts of faces. Tasting, smelling, seeing, and hearing are explored in simple lyric prose which gives the young reader a joyous appreciation of these experiences. Expressive photos capture dramatically both the sameness and variety in the human face. For ages 3 to 6.

Brownstone, Cecily. *All Kinds of Mothers*. New York: McKay, 1969. An interracial book showing mothers who work both inside and outside the home. The common thread is their love for their children.

Burton, Virginia Lee. *Katy and The Big Snow*. Boston: Houghton Mifflin, 1932. Katy is a tractor who is strong enough to plow out an entire snowed-in city.

Cohen, Miriam, illustrated by Lillian Hoban. *Will I Have a Friend?* New York: Macmillan, 1976. A little boy on his first day at a child care center (taken there by his father) asks if he will find a friend at school. He begins the day feeling uncertain, but by the time he leaves, he's found many friends and feels more secure. He shows that boys have feelings of uncertainty and that a father can take part in his child's life.

Ehrlich, Amy, paintings by C. A. Porker. *Zeek Silver Moon*. New York: Dial Press, 1972. This exquisitely illustrated book shows the spontaneous affection and humor between father and child. Zeek's father makes him a cradle and sings him a lullaby he made up.

Eichler, Margrit, illustrated by Bev Magennis. *Martin's Father*. Chapel Hill, N. C.: Lollipop Power, 1971. This very simple story is about a nurturing father. It shows Martin and his father performing all the housekeeping tasks essential to daily life as well as enjoying play situations together. Although it never specifically states that no mother is present in the family, it can be used as a story with which one-parent children can identify. The fact that the nurturing parent in this case is the father makes this book a fine addition to a non-sexist booklist.

Felt, Sue. *Rosa—Too—Little*. New York: Doubleday, 1950. A story of competence and achievement with a little girl as the main character. Rosa wants a library card and has to learn to write her name to get one. She perseveres all summer and achieves her goal. It has fine pictures of summer in the city, and since Rosa is Puerto Rican, it has the added attraction of being a success story about a minority child.

Fulton, Mary J., illustrated by Lilian Obligado. *My Friend*. Racine, Wis.: Western Publishing Co., 1973. This is the story of a friendship between two children—a black girl and a white boy. They share all kinds of non-stereotypic activities at nursery school and at home. For ages 3 to 6.

Gaeddert, Lou Ann. *Noisy Nancy and Nick*. New York: Doubleday, 1970. Noisy Nancy and her new friend, Nick, explore the noisy city together.

Gaeddert, Lou Ann. *Noisy Nancy Norris*. New York: Hale, 1965. Nancy is inventive and noisy. She finds out her noisiness is not always appreciated.

Gauch, Pat, drawings by Shimeon Shemin. *Grandpa & Me*. New York: Coward, McCann and Geoghegan, 1972. A young boy recounts his intimacy with his grandpa and their shared love of nature.

Goldreich, Gloria, and Goldreich, Esther. *What Can She Be?* New York: Lothrop, Lee & Shepard, 1972. Photographs show a female veterinarian taking care of animals in her hospital. Two other "What Can She Be?" books portray the work of a broadcaster and a lawyer.

Goodyear, Carmen. *The Sheep Book*. Chapel Hill, N.C.: Lollipop Power, 1972. A story of a farmer and her sheep. About life on a California farm.

Hazen, Nancy. *Grownups Cry, Too*. Chapel Hill, N.C.: Lollipop Power, 1973. A simple explanation of the kinds of experiences, both sad and happy, that make men and women and boys and girls cry.

Kaufman, Joe. *Busy People and How They Do Their Work*. New York: Golden Press, 1973. Although the ratio of jobs is five male and three female, two of the female jobs are non-stereotyped. All of the job descriptions are simple and accurate. While not everything in this book is non-stereotyped, there are pictures of a boy and girl roller skating together, male and female telephone operators, and male and female postal workers.

Klagsbrun, Francine, et al. *Free to Be You and Me*. New York: McGraw-Hill, 1974. While many of the stories may be too old for preschoolers, the book contains the music for all the songs on the record. Young children will also enjoy some of the poems.

Lasker, Joe. *Mothers Can Do Anything*. In this book mothers are shown in many nontraditional roles such as doctor, judge, and ditch digger. For ages 3 to 7.

Leaf, Munro, illustrated by Robert Lawson. *The Story of Ferdinand*. New York: Viking Press, 1936. This classic story is about a non-stereotyped bull! He is gentle, quiet, peace loving, and fond of flowers. He does not like to fight, charge, or roar, but he is still a great big, strong bull. It is a fine non-sexist book because it subtly criticizes prescribed roles.

Merriam, Eve, illustrated by Harriet Sherman. *Boys & Girls, Girls & Boys*. New York: Hold, 1972. This book is not as successful as *Mommies at Work*, by the same author. It has merit in that it shows boys and girls who are friends with each other, it depicts children of several ethnic groups, and it shows children with a wide variety of interests that are not sex-typed. The illustrations are often crowded and confusing, and at times the children are almost grotesque. However, it shows both boys and girls hugging soft toys in bed, catching bugs and worms, and helping with household chores.

Merriam, Eve, illustrated by Beni Montresor. *Mommies at Work*. New York: Knopf, 1961. A good book about mothers who work *outside the home*. It has a positive tone and combines well the home-making and working qualities of women. It also depicts many interesting jobs held by women.

Miles, Betty, and Blos, Joan. *Just Think*. New York: Knopf, 1971. Shows mothers who work outside the home, fathers enjoying their children, girls in action, and many other realistic and exciting facets of life.

Reavin, Sam. *Hurrah for Captain Jain*. New York: Parents Magazine Press, 1972. While in the bathtub, Jane fantasizes about being the first woman captain of an ocean liner.

Rockwell, Harlow. *My Doctor*. Tongue depressors, cotton balls, eye charts, stethoscopes, bandages--and even hypodermic needles become familiar and understandable in this reassuring visit to a doctor's office. For ages 3 to 6.

Schick, Eleanor. *City in the Winter*. New York: Macmillan, 1970. Jimmy stays with his grandma while his mother goes to work. They spend a long snowbound day together doing a variety of things, such as cooking soup, making a barn out of a box, and feeding the birds.

Simon, Norma, illustrated by Joe Lasker. *What Do I Say?* I say hooray for this book...partly because of its simplicity, partly because the settings are a classroom and a home that will be familiar to the urban child in a poor neighborhood. Grandma, left to care for younger children while mother works, sits cheerily at the breakfast table in an old dress, apron and slippers. For ages 3 to 6.

Sonneborn, Ruth. *I Love Gram*. New York: Viking Press, 1971. A sensitive story about a young girl's love for her grandmother and her fear and sense of loss when Gram gets sick and is hospitalized. It is also the story of a minority home, headed by a working mother.

Surowiecki, Sandra Lucas. *Joshua's Day*. Chapel Hill, N. C.: Lollipop Power, 1972. Joshua lives in a

one-parent home. His mother, who is a photographer, drops him off each morning at a day care center where he interacts with both boys and girls.

Thayer, Jane. *Quiet on Account of Dinosaur*. New York: Morrow, 1964. A fantasy about a little girl who finds a dinosaur on the way to school. She learns so much about dinosaurs that she grows up to be a famous scientist.

Van Woerkom, Dorothy, illustrated by Paul Galdone. *The Queen Who Couldn't Bake Gingerbread*. New York: Parents Magazine Press, 1975. An amusing retelling of an old German fairy tale. Both the king and the queen learn about choosing a mate for her or his inner qualities rather than looks. They also learn to do for themselves and to be considerate of each other.

Waber, Bernard. *Ira Sleeps Over*. Boston: Houghton Mifflin, 1972. Ira would like to take his teddy bear to his first sleepover but is afraid his friend will think him a baby. When Reggie takes his teddy out of a drawer, Ira goes home (next door) to get his too. Shows that boys also need the comfort of stuffed animals.

Wolde, Gunilla. *Tommy and Sarah Dress Up*. Boston: Houghton Mifflin, 1972. Two very young friends have a fine time dressing up and trying on both male and female clothing.

Wolde, Gunilla. *Tommy Goes to the Doctor*. Boston: Houghton Mifflin, 1972. Tommy does to his teddy bear what his doctor (a woman) does to him.

Yashima, Taro. *Crow Boy*. New York: Viking Press, 1955. Another classic children's book which belongs on every non-sexist list. *Crow Boy* deals with the feelings of a young boy, a subject not usually dealt with in stories for young children. Chibi is the butt of all the class jokes for six years in elementary school until a male teacher takes the time to discover his uniqueness as a person. By letting Chibi display his unusual talent, he helps the children to realize that they never bothered to find out what kind of person Chibi was, just because he was a little different. A further asset of *Crow Boy* as a non-sexist book is that it is set in another culture, rural Japan. It also teaches the appreciation of differences. Best for children five years and older.

Young, Miriam. *Jellybeans for Breakfast*. New York: Parents Magazine Press, 1968. Two little girls imagine all the fantastic things they will do someday, including going to the moon.

Zolotow, Charlotte, pictures by Ben Schecter. *The Summer Night*. New York: Harper & Row, 1974. A gentle story of a nurturant father and his little girl. When she can't go to sleep on a warm summer night, her dad figures out all sorts of ways they can enjoy themselves.

Zolotow, Charlotte, illustrated by William Pene DuBois. *William's Doll*. New York: Harper & Row, 1972. This well-written book is outstanding for both the quality of its language and its message. It is about a boy who wants a doll to nurture, and about the reactions of his family and friends to his request. When the grandmother explains to William's father her reasons for buying William the doll he wants, she gives a moving account of the importance of gentle and nurturing qualities in prospective fathers.

**Guidelines for Eliminating
Sex-role Stereotyping
in the Classroom**

**Environment
Materials
Activities**

In the preschool, children are learning about themselves and others, the order of life, and trying to understand the adult world and how they fit into it. They are beginning to classify and generalize about people and roles, as they learn about themselves. You, as a teacher, have a unique opportunity to provide the child with a realistic view of the world and a variety of experiences which will serve to expand the child's view of the world and the roles of the people in it. There is much you can do to erase the limiting effects of sex-role stereotyping. What can you do? **Become aware.** Look at yourself, your classroom, your center. Following are two resources which provide specific things to look for and suggestions.

A VIEW OF A NONSEXIST CLASSROOM: CHECK LIST FOR OBSERVATION IN A PRESCHOOL

Adapted from "It's Never Too Early" by Merle Froschl, Copy. ght© 1973 by The Feminist Press. Reprinted with permission.

Both teachers share jobs equally (i.e., male does not teach while female serves juice and cookies).

Teachers greet boys and girls equally (i.e., teacher does not shake hands with boys while telling girls "how pretty they look").

Block area accessories include doll furniture as well as trucks, animals, etc.

Community Helper figures are not sex-role stereotyped.

Dress-up area includes hard hats, police badges, and firefighters' hats, as well as crinolines and lace scarves.

Boys and girls are encouraged to use housekeeping and/or dress-up area.

Books and records are strongly nonsexist in title selection.

Girls and boys are encouraged to use climbing equipment.

Musical instruments are not sex-typed in usage (i.e., girls play the bells while boys get the drums).

All children use carpentry equipment equally.

Teacher-made equipment, such as lotto games and puzzles, are not role stereotyped.

Pictures on walls are interracial and depict women and men in nonstereotypic roles.

Art materials are used equally.

All children are allowed (if not encouraged) to get messy.

Teachers approach all noise, fights, emotional outbursts of anger or crying the same, regardless of sex involved.

Teachers value and encourage independent and assertive behavior.

THE NONSEXIST CLASSROOM

Check List*

The following check list is meant to be used as a self-evaluating tool. For the best results, you should be honest in answering all questions. Answers should reflect the way you feel, act, or think now and not how you would like to think or act nor how you think you should feel.

CLASSROOM

1. Are there the same number of pictures of girls as pictures of boys displayed around the room? If not, how many are pictures of girls? _____ pictures of boys? _____

Do the pictures of girls show girls involved in active play? _____

Do the pictures of boys show boys in contemplative or caring roles? _____

Do the pictures of girls show girls displaying "positive" behaviors, such as:
making decisions _____ leading _____ helping _____ solving problems _____
and "negative" behaviors, such as:
crying (or looking sad) _____ hitting _____ getting into trouble _____ ?

Are there more pictures of one type than the other? _____ If yes, which type? _____

Do the pictures of boys show boys displaying "positive" behaviors, such as:
helping _____ leading _____ making decisions _____ solving problems _____
and "negative" behaviors, such as:
crying (or looking sad) _____ hitting _____ getting into trouble _____ ?

Are there more pictures of one type than the other? _____ If yes, which type? _____

The majority of pictures of boys are _____.

The majority of pictures of girls are _____.

2. In which areas of the room do you display pictures of both sexes involved in that area's activity?

blocks _____ dramatic play (doll corner) _____ art _____
woodworking _____ manipulative _____ reading _____
science _____ other (specify) _____

*This questionnaire was prepared by Felicia George, Assistant Projector Director, Non-Sexist Child Development Project of the Women's Action Alliance, Inc. Reprinted with permission.

Are all areas attractive, i.e., organized, clearly labeled, decorated with pictures of interesting items?

dramatic play	<u>Y</u> <u>N</u>	blocks	<u>Y</u> <u>N</u>	music	<u>Y</u> <u>N</u>
woodworking	<u>Y</u> <u>N</u>	cooking	<u>Y</u> <u>N</u>	manipulative	<u>Y</u> <u>N</u>
reading	<u>Y</u> <u>N</u>	science	<u>Y</u> <u>N</u>		

Are pictures of male and female adults engaged in comparable activities displayed? Y N

Which activity (ies)? _____ Which sex (es)? _____

Keep a record for one week (chosen randomly) of activities participated in by each sex:

Sample Record Form

	MON:	TUES:	WED:	THURS:	FRI:	TOTAL
Girls						
Boys						

ATTITUDE

1. Do girls and boys play in all areas of the classroom? Y N If not, in which areas don't girls play? _____
in which areas don't boys play? _____

Keep a record of the areas each child plays in. (Mark child's initial in a box for area each time he/she plays in that area for one week.)

		Girls	Boys
Area A.	Doll Corner		
	Art		
	Cooking		
Area B.	Blocks		
	Woodwork		
Area C.	Sand/Water		
	Reading		

Are there girls who play only in area A? Y N If yes, how would you characterize these girls? _____

Are there girls who play only in areas A and C? Y N If yes, how would you characterize these girls? _____

Are there girls who play only in areas B and C? Y N If yes, how would you characterize these girls? _____

Are there boys who play only in area B? Y N If yes, how would you characterize these boys? _____

Are there boys who play only in areas B and C? Y N If yes, how would you characterize these boys? _____

Are there boys who play only in areas A and C? Y N If yes, how would you characterize these boys? _____

Are there boys and girls who play in areas A, B, and C? Y N If yes, how would you characterize these children? _____

2. From the following list, check those activities that you do not present to your class.

woodworking _____ active games _____ sewing _____ cooking _____
music _____ reading _____ electricity _____ dance _____

Why don't you? _____

Do you plan a greater % of noisy or quiet activities?

noisy _____
quiet _____

Do you plan a greater % of messy or neat activities?

messy _____
neat _____

Do you disapprove of noisy girls? Y N noisy boys? Y N
noisy girls more than noisy boys? Y N noisy boys more than noisy girls? Y N

3. Check the statements which best describe your typical reactions to the children's appearance.

Girls

"What a pretty dress!"
"That's a good warm sweater to wear on a cold day."
"You came in like a big girl today."
"Linda is wearing ribbons!"
"Those are good shoes for running."
"You look nice today."
"Short sleeves are comfortable on a warm day like today."

Boys

"What a handsome suit!"
"That's a good warm sweater to wear on a cold day."
"You came in like a big boy today."
"Mark has a part in his hair!"
"Those are good shoes for running."
"You look nice today."
"Short sleeves are comfortable on a warm day like today."

4. List the following attributes under the column that you feel they most accurately describe.

confident
tender
strong
tough
active

happy
vain
brave
timid
stoic

objective
intelligent
independent
responsible
competent

forceful
dependent
passive
protective
weak

aggressive
talkative
creative
ambitious

emotional
attractive
considerate
fearful

BOYS

GIRLS

II. Adapt

A. Housekeeping area

1. *Clothing and props* — replace frilly dresses, long fancy dresses, spike heels, gaudy jewelry with more contemporary clothing. Add purses/small suitcases and briefcases. Use boys' clothing instead of men's to encourage use.
2. *Dolls* — have both boy and girl dolls; dolls that look like children 3 to 6 years (realistic shapes).
3. *Pictures, books, and staff* — display pictures in housekeeping area showing both sexes caring for children and performing household chores. Include books of this nature. Encourage male staff members.
4. *Cooking* — be sure all engage in cooking experiences. If male staff member, let him do it or invite a male parent (or male community member) to lead activity. Show pictures of many different people of different cultures and ages cooking. Read or make up stories if necessary about males cooking — or use stereotypical story and *discuss* the inaccuracy.

B. Blocks

1. Make block building one of the activities consistently mentioned to girls.
2. Once girls do start building, both boys and girls must be helped to accept the situation.
3. Many accessory materials such as rubber and wooden people supplement block play.
4. Choose things that are useful to *people* when they *work*. Add dolls, circus animals, puppets, etc.

C. Outdoor Play — offers enormous potential for children to move freely through space, an impossibility in the classroom regardless of size.

1. Encourage all children to participate in:

- a. Large motor development exercises — walking, running, climbing, wheeling large objects and swinging.
- b. Muscular development exercises — carrying hollow blocks, large boards, sawhorses.
- c. Coordination exercises — ball games, running games.

2. Be good role-models — be active. Don't run inside at the first sign of cold weather.

D. Woodwork Bench — To become independent adults, capable of caring for themselves, boys and girls need to know at least basic carpentry skills and basic home economics skills. Encourage all children to learn to *construct* useful items from wood and how to *mend* and *fix*. This will provide them with a sense of accomplishment in making something.

III. Create the environment

- A. Collect pictures of objects, etc., to make materials which can supplement those already available in the classroom.
- B. Include activities in the curriculum which help the children to express their own ideas about what boys and girls/men and women can do. For example:

-
1. Group discussions about
 - "What I want to be when I grow up"
 - "What mommies do"
 - "What daddies do"
 2. Make scrapbooks with suggested themes like:
 - "Things Boys Like"
 - "Things Girls Like"
 - "Things I Like"
 - "Things Boys and Girls Like"
 - C. Encourage male and female visitors in both traditional and non-traditional roles to visit your classroom and describe their jobs.
 - D. Help the parents to understand the importance of the various experiences provided in the preschool for both boys and girls.
 - E. Watch what you say and what you do.
 1. Be sure that both boys and girls are treated equally.
 2. Allow boys and girls the same feelings.
 3. Encourage and praise both boys and girls for being creative, expressive, inquisitive, and for engaging in active play.
 4. Be sure rules apply to all children and that all are disciplined for violations.
 - F. Help the other teachers in your room/center. Share resources and materials. When the schedule provides, observe and assist each other in breaking habits and changing behaviors which perpetuate sex-role stereotyping.

RESOURCES

Records

Free to Be You and Me — the theme is that children must be free to choose for themselves from life's multitude of options, unhampered by sex-role stereotyping. (Available from Bell Records, Division of Columbia Pictures Industries, Inc., 1776 Broadway, New York, N.Y. 10019. The record is sold in many outlets or by mail through *Ms. Magazine*, 370 Lexington Ave., New York, N.Y. 10017).

Hurray for Captain Jane — in it Tammy Grimes reads stories from such books as *Martin's Father* and *Jellybeans for Breakfast*. (Available from Caedmon Records, 505 Eighth Ave., New York, N.Y. 10018.)

Dolls

Sasha line of dolls — includes several boy dolls dressed to look like typical four- or five-year-old boys at play. (Available from Creative Playthings, Princeton, N.J. 08540.)

Filmstrips

People Who Work — Scholastic's "Beginning Concepts" series, numbers three and four, consist of ten sound/color filmstrips which depict women and men performing unusual and non-traditional jobs. (Available from Scholastic Early Childhood Center, 904 Sylvan Ave., Englewood Cliffs, N.J. 07632.)